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ABSTRACT

This evaluation of the Detroit (Michigan) public schools was designed to restructure the ninth grade in ways that improve academic performance, develop positive attitudes toward learning, improve the school environment, reduce the dropout rate, and increase the graduation rate of students. Features of the program were instructional and direct noninstructional services, such as social work services, counseling and psychological services; tutoring by student assistants with teacher supervision; and parent participation in instructional and noninstructional activities. This report presents findings from the second year evaluation in Area C of the Detroit schools. One principal completed a survey and indicated the clear belief that the program boosted student achievement. Students who completed questionnaires (n=146) were highly satisfied with the program and thought it helped them academically and socially. Teachers (n=19 from 3 schools) generally thought (90 to 100%) that the program raised student achievement. Three ninth grade administrators who responded also generally thought that the program raised achievement. Teachers and administrators identified areas that improvements could be improved and made recommendations for its continuation. These included the fostering of a school-within-a-school environment, continuing block scheduling, continuing to create clusters of students, and continuing to sensitize teachers to the special needs of ninth graders. One of the chief findings is that the rate at which students discontinued their educations declined in 1996-97 as it had in 1995-96. Twelve appendixes provide information about students affected by the program, including information on dropouts and transfers. (Contains 60 tables and 56 references.) (SLD)

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ED 419 852

EVALUATION OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

AREA C

Submitted to:

The Office of Research, Evaluation and Assessment
Detroit Public Schools

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October, 1997

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PROGRAM FACTS

Name of Program	:	1996-97 Ninth Grade Restructuring Program - Area C
Funding Year	:	1996-97
Purpose of Program	:	The purpose of the program is to restructure ninth grade in ways which improve academic performance; develop positive attitudes toward learning; improve the school environment to promote learning and self-respect, caring and respect for the individuality and rights of others; reduce the dropout rate and increase the graduation rate of students.
Features of Program	:	Instructional and direct non-instructional services, such as social worker, counseling and psychological services; tutorial methods with student assistants working under the supervision of a certified teacher; parents' involvement in instructional and non-instructional activities with their children.
Funding Source	:	31a State funds and Title 1 (See Appendix A)
Funding Level	:	$2,390,994 - 31a and Title 1 9th Grade Restructuring Allocation
Ninth Grade Enrollment	:	2,744 students during the 1996-97 school year
Number and Level of Participants	:	Area C, 1994-95 Grade 9 Students (Before the Program)

1. Ninth Grade incoming students during the school year	2,255	(65%)
2. Ninth Grade students repeating courses during the school year	1,227	(25%)
Total	3,482	(100%)

Area C, 1995-96 Grade 9 Students (First Year Program)

1. Ninth Grade incoming students during the school year	2,017	(61%)
2. Ninth Grade students repeating courses during the school year	1,316	(39%)
Total	3,333	(100%)

Area C, 1996-97 Grade 9 Students (Second Year Program)

1. Ninth Grade incoming students during the school year	1,754	(64%)
2. Ninth Grade students repeating courses during the school year	990	(36%)
Total	2,744	(100%)

Area C, 1995-96 Grade 10 Students (Not exposed to the Program)

1. Tenth Grade incoming students during the school year	1,176	(61%)
2. Tenth Grade students repeating courses during the school year	754	(39%)
Total	1,930	(100%)

Area C, 1996-97 Grade 10 Students (Exposed to the Program)

1. Tenth Grade incoming students during the school year	1,308	(72%)
2. Tenth Grade students repeating courses during the school year	498	(28%)
Total	1,806	(100%)

Number and Level of Schools in Program : Area C: Communication and Media Arts H.S., Cooley H.S., Ford H.S., Redford H.S. and Renaissance H.S., Northwestern H.S.

Staffing Pattern	:	Teachers, administrators and support staff from the regular school
Instructional Time	:	Regular hours - six hours per day
Equipment and Materials	:	Same equipment and materials used during the regular school year.
First Year Funded	:	1995-96

EVALUATION
OF THE
1996-97 NINTH GRADE RESTRUCTURING PROGRAM AREA C
Executive Summary

Purpose and Features of the Program

The purpose of the program is to restructure ninth grade in ways which improve academic performance; develop positive attitudes toward learning; improve the school environment to promote learning and self-respect, caring and respect for the individuality and rights of others; reduce the number of students leaving school and increase the graduation rate of students.

Schools were to design and implement programs to improve the academic achievement of the at-risk students. Schools could use instructional and direct non-instructional services, such as social workers, counseling and psychological services; tutorial methods with student assistants working under the supervision of a certified teacher; and/or involve parents in instructional and non-instructional activities with their children.

Methodology

Process Evaluation - The Evaluation of the 1996-97 Ninth Grade Restructuring Program was designed to assess the success of the program as perceived by the principals ninth grade administrators, teachers and students. Four surveys were developed containing statements related to the Ninth Grade Restructuring Program. The principals', the Ninth Grade administrators', the teachers' and the students' surveys contained both forced-choice and open-ended questions. The forced-choice questions accompanied by a Likert-type scale upon which the responses were marked. The four surveys were administered by the Project Evaluator.

Product Evaluation - Data on grade point averages, attendance, credit hours, academic achievement and the educational status* of students were collected for 1994-95 (Before the Program), 1995-96 (First Year with Program), and 1996-97 (Second Year with Program) of ninth grade students. Also, the same data were collected for the 1995-96 (Before the Program) and 1996-97 (After the Program) of tenth grade students. Post data for grade point averages, attendance and credit hours were received from the district's AS400 information system. The educational status of students came from the district's AS400 information system. Data from the administration of the Metropolitan Achievement Tests (Reading and Mathematics) (MAT7, Form S, Level S1, Psychological Corporation, 1993 administered spring 1996 and 1997) came from the files of the Office of Research, Evaluation and Assessment. The evaluator of the Ninth Grade Restructuring was responsible for collecting and analyzing all product data.

Separate reports will be prepared for each Area and one consolidated report of all areas. Also, a report of programs suggested by the Ninth Grade Administrators as being successful will be prepared for distribution to all schools having 9th grade students.

*Students leaving school: a. Discontinued their education
b. Continued their education in night school or another school system

Findings

A. Principal's Perceptions of the Program

One (1) principal commented on twelve (12) statements dealing with the total program. The responses were analyzed for the percent of positive (agree and strongly agree) answers. The statements were grouped into nine (9) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the principal for the items in each category. There were nine (9) open-ended questions for which her opinion was solicited. The principal indicated that the program was successful in:

- raising students' achievement in reading, mathematics and science (100%)
- raising students' awareness of high expectations (100%)
- raising 9th Grade students' awareness of high school requirements (100%)
- developing students' ability to work independently (100%)
- encouraging parents to be involved in their child's learning (100%)
- preventing students from dropping out of school (100%)
- helping students attend school regularly (100%)
- helping students develop worthwhile priorities (100%)
- developing self-discipline, and responsibility for one's own actions and developing students' ability to work cooperatively with others. (100%)

The principal responded "Strongly Agree" or "Agree" to all of the statements.

The mean average of all the statements' "Strongly Agree" and "Agree" is one-hundred percent (100%).

Open-Ended Questions

In the first question, the principal was asked to indicate *how she prepared her staff for the Ninth Grade Restructuring Program*. Her responses follow:

- having in-service regarding the program
- having meetings with the ninth grade staff

In the next question, the principal was asked to state *the teaching strategies that would be found in the Ninth Grade Restructuring classroom*. She responded as follows:

- cooperative learning
- peer mentoring
- student-centered instruction
- various strategies were utilized to promote student achievement

The principal was asked, *if any organizational change(s) occurred in her school as a result of the Ninth Grade Restructuring Program.* She responded as follows:

- development and implementation of summer enrichment program that prepared students for the transition into high school
- group and individual counseling

In the next question, the principal was asked, *"what if any, were your major concerns about the delivery of instruction by her teachers of Grade 9 students?"* Her responses follow:

- changing teacher styles to meet the needs of all students
- need for a ninth grade administrator
- lack of money for supplemental equipment and supplies
- lack of money for in-service training for staff
- student-centered increases

The principal was asked to indicate *the reactions of the different stakeholders about the Ninth Grade Restructuring Program.* Following are some of her responses:

Students:

- positive and supportive of the program

Teachers:

- positive
- more funding is needed for additional materials

Parents:

- very supportive
- more parental involvement is needed

In the next question, the principal was asked, *"what changes would improve the implementation of the Ninth Grade Restructuring Program?"* She responded as follows:

- a designated administrator for the ninth grade program
- support staff
- parental involvement

The principal was asked, *"for you, what have been the major challenges of the Ninth Grade Restructuring Program?"* Her responses follow:

- lack of sufficient funds
- lack of supplementary materials
- lack of a ninth grade administrator

Finally, the principal was asked, *"what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?"* She responded as follows:

- parents have been very supportive

B. Teachers' Perceptions of the Program

Nineteen (19) teachers from three schools (3) commented on nineteen (19) statements dealing with the total program. The responses were analyzed for the percent of positive (agree and strongly agree) answers. The statements were grouped into thirteen (13) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the teachers for individual items. There were seven (7) open-ended questions for which their opinions were solicited.

- I received sufficient information regarding the program (100%)

- the program was successful in raising student achievement

  a. reading (90%)
  b. mathematics (90%)
  c. science (90%)

- the program was successful in raising student awareness

  a. high school requirements (100%)
  b. high school expectations (100%)

- the program was successful in developing students'

  a. ability to work cooperatively with others (100%)
  b. self-discipline and responsibility for one's own actions (84%)
  c. the ability to work independently (95%)
  d. worthwhile priorities (100%)

- the program was successful in encouraging parents to be involved in their child's learning (74%)
- parents received sufficient advance notification about the Ninth Grade Restructuring Program (90%)
- teachers received sufficient information for the implementation of the Ninth Grade Restructuring Program (84%)
- ninth grade students attended school regularly (79%)
- the program was successful in preventing students from dropping out of school (90%)
- I feel the program will result in improved achievement (100%)
- teachers feel the program will result in improved achievement (90%)
- I am supportive of the Ninth Grade Restructuring Program (100%)
- teachers seem to be supportive of the Ninth Grade Restructuring Program (95%)

Ninety to one hundred percent (90% to 100%) of the staff "Agreed" or "Strongly Agreed" to fifteen (15) of the statements.

Seventy-four to eighty-four percent (74% to 84%) of the teachers "Strongly Agreed" or "Agreed" to the other four (4) statements.

The mean average of all the statements "Strongly Agreed" or "Agreed" is ninety-two percent (92%).

Open-Ended Questions

In the first question, the teachers were asked to indicate *the strategies that would be found in the Ninth Grade classrooms in their school.* They responded as follows:

- cooperative learning (7)
- lecture
- student-centered instruction
- discovery method
- innovative teaching methods
- small group projects
- independent learning

In the next question, the teachers were asked to indicate *any organizational change(s) that occurred in their school as a result of the Ninth Grade Restructuring Program.* They responded as follows:

- team teaching (3)
- block scheduling (4)
- writing across the curriculum

Teachers were asked, *what, if any, are your major concerns about the delivery of instruction to the ninth graders.* They responded as follows:

- students are deficient in basic skills
- need for more counseling and tutoring
- very difficult introducing new concepts
- classroom size is too large

The teachers were asked to indicate *the reactions of the stakeholders about the Ninth Grade Restructuring Program.* They responded as follows:

Students:

- positive about the program
- students felt secure in the program

Teachers:

- support the program
- concerned about the students
- teachers motivate the students to succeed

Parents:

- support the program
- not enough involvement
- most parents are supportive of our efforts

Administrators:

- support the program
- most think the program will improve learning

Teachers were asked to indicate *the changes that would improve the implementation of the Ninth Grade Restructuring Program.* They responded as follows:

- more parental involvement
- scheduling and time for counseling
- discipline must be strong and consistent
- smaller class size
- more support staff
- remedial mathematics and reading program
- more incentives to keep students interested

In the next question, the teachers were asked to indicate *what have been the major challenges of the Ninth Grade Restructuring Program.* Their responses follow:

- getting supplies
- meeting more often as 9th grade staff
- keeping students from being influenced negatively
- improving student achievement
- keeping the students on-task
- teaching students reading and writing skills
- keeping students motivated in attending school regularly involving more parents into the program

In the final question, the teachers were asked to indicate *what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program.* They responded as follows:

- finding parents fully interested in the future of their children
- keeping parents involved in the learning of their children
- involving more parents in the parent/teacher conference
- involving more parents in the school affairs
- lacking cooperation from home
- contacting parents is very difficult

C. Students' Perceptions of the Program

One hundred forty-six (146) students from three (3) schools commented on twenty (20) statements dealing with the total program. The responses were analyzed for the percent of positive (agree and strongly agree) answers. The statements were grouped into eleven (11) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the students for individual items. There were two (2) open-ended questions for which their opinions were solicited.

- satisfied with the services received from the program (88%)
- teachers appeared to be sincerely concerned about me (88%)
- was given homework daily in most of my classes (88%)
- received help from my teachers when I needed it (84%)
- services offered by the counselor were very helpful (58%)
- administrator appeared to be sincerely concerned about me (84%)

- the program was successful in improving students'

  a. work habits (83%)
  b. attitudes toward learning (88%)
  c. reading skills (83%)
  d. mathematics skills (83%)
  e. science skills (72%)
  f. ability to work cooperatively with others (90%)

- completed assigned tasks (80%)
- raised awareness of high school requirements (89%)
- developed better self-discipline (76%)

- the program helped us to

  a. get along with other students (92%)
  b. get along better with adults (72%)
  c. feel better about ourselves (83%)
  d. feel better about school (83%)
  e. attend school regularly (72%)

Eighty to ninety-two percent (80% to 92%) of the students "Agreed" or "Strongly Agreed" to fifteen (15) of the statements.

Fifty-eight to seventy-six percent (58% to 76%) of the students "Agreed" or "Strongly Agreed" to the other five (5) statements.

The mean average of the "Agreed" or "Strongly Agreed" responses is eighty-two percent (82%).

In the first question, the students were asked to indicate *what they liked best about the program*. They responded as follows:

- helping me out with my first year
- helping me to get along with my classmates
- increasing my learning skills
- getting help from our teachers
- meeting a lot of new friends
- getting to know better my peers and teachers
- meeting new people
- getting adjusted to the school
- helping me sharpen my skills
- enjoying interacting with new friends
- being with the same people in my classes
- coming to school and having fun learning
- administrators and teachers were very helpful

In the second question, the students were asked to indicate *what they liked least about the program*. They responded as follows:

- some of my teachers
- seeing the same people everyday
- hall sweeps
- homework
- attitude of some teachers and students
- security guard

D. Ninth Grade Administrators' Perceptions of the Program

Three (3) ninth grade administrators commented on twelve (12) different statements dealing with the total program. The statements were grouped into seven (7) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the ninth grade administrators for each item in the category. There were nine (9) open-ended questions for which their opinions were solicited. Respondents indicated that the program was successful in:

- raising students' achievement in reading (100%)
- raising students' achievement in mathematics (100%)
- raising students' achievement in science (67%)
- raising 9th Grade students' awareness of high school requirements (100%)
- developing students' ability to work cooperatively with others (100%)
- encouraging parents to be involved in their child's learning (67%)

- preventing students from dropping out of school (100%)
- helping students to develop worthwhile priorities and attend the school regularly (67%)
- developing self-discipline and responsibility for one's own actions and developing students' ability to work cooperatively with others (100%)
- developing students' ability to work independently (67%)

One hundred percent (100%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to eight (8) of the statements.

Sixty-seven percent (67%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to the other four (4) statements.

The mean average of all the positive statements is eighty-nine percent (89%).

Open-Ended Questions

In the first question, the Ninth Grade administrators were asked to indicate *how they prepared their staff for the Ninth Grade Restructuring Program*. Their responses follow:

- entire staff was given a brief in-service
- met periodically with ninth grade staff
- staff was aware of the program

In the next question, the Ninth Grade administrators were asked to indicate *the teaching strategies that would be found in the Ninth Grade classrooms in their schools.* They responded as follows:

- cooperative learning
- writing process
- variety of teaching methods

The Ninth Grade administrators were asked to state *if any organizational change(s) occurred in their school as a result of the Ninth Grade Restructuring Program.* They responded as follows:

- school-within-a-school
- block scheduling
- team teaching

The Ninth Grade administrators were asked *if they were going to do anything different for the 1996-97 Grade 9 students when they are in the 10th grade in 1997-98.* Their responses follow:

- students will be motivated in the 10th grade
- ninth grade teachers will share information with tenth grade teachers
- use more structured programs in the 10th grade
- use the support staff

The Ninth Grade administrators were asked to state *if they had any concerns about the delivery of instruction of their Ninth Grade teachers.* They responded as follows:

- ninth grade students have short attention span and need to be motivated
- must work with aging staff who are difficult to accept change
- provide students with opportunities to be more actively involved

The Ninth Grade administrators were asked to state *the reactions of the following stakeholders about the Ninth Grade Restructuring Program.* Their responses follow:

Students:

- students appear to be ambivalent about the program
- seek us out when they need encouragement, assistance or when they are in trouble
- basically the students are receptive about the program

Teachers:

- teachers are generally supportive about the program
- new teachers need in-service to cope with the 9th graders
- teachers in the program are receptive

Parents:

- parents feel there is a need for the program
- more parents are needed to be involved in the program
- parents need to set limits with their children

The Ninth Grade administrators were asked to state *the changes that would improve the implementation of the Ninth Grade Restructuring Program.* They responded as follows:

- need for support staff (social worker, psychologist, and attendance officer)
- need for replacing the counselor we lost
- orientation the first week with staff, students and all the parents
- improve parental involvement

The Ninth Grade administrators were asked to indicate *what has been the major challenge for them of the Ninth Grade Restructuring Program.* They responded as follows:

- administering the program without the support staff
- taking us almost six to eight weeks to settle down at the beginning of the year
- dealing with the possibility of my job being terminated

Finally, the Ninth Grade administrators were asked to state *what have been the challenges with the parental component of the Ninth Grade Restructuring Program.* Their responses follow:

- ninth grade parents were invited to a ninth grade orientation
- the program was explained to 248 (out of 972) parents who came to orientation
- two additional meetings were held for parents to discuss ninth grade program 30 and 37 parents respectively came to the meetings

NINTH GRADE DATA*

E. 1. <u>Grade Point Averages</u> (1995)

- Schools' grade point average ranged from 1.0 to 3.0
- Area's grade point average is 1.3
- District's grade point average is 1.5

2. <u>Grade Point Averages</u> (1996)

- Schools' grade point average (GPA) average ranged from 1.0 to 3.2
- Area's grade point average is 1.3
- District's grade point average is 1.5

*The 1995 data (Without the Program) compared to 1996 and 1997 data (With the Program).

3. **Grade Point Averages (1997)**

- Schools' grade point average (GPA) average ranged from 1.0 to 3.0
- Area's grade point average is 1.4
- District's grade point average is 1.5

F. 1. Student Daily Attendance (1995)

- Schools' daily attendance average ranged from 72% to 96%
- Area's daily attendance average is 77%
- District's daily attendance average is 77%

2. **Student Daily Attendance (1996)**

- Schools' daily attendance average ranged from 69% to 96%
- Area's daily attendance average is 75%
- District's daily attendance average is 77%

3. **Student Daily Attendance (1997)**

- Schools' daily attendance average ranged from 74% to 97%
- Area's daily attendance average is 79%
- District's daily attendance average is 78%

G. 1. Credit Hours Attempted and Earned (1995)

- Schools' average credit hours attempted ranged from 45.5 to 66.9
- Schools' average credit hours earned ranged from 24.1 to 64.4
- Area's average of credit hours attempted is 49.3
- Area's average of credit hours earned is 28.8
- District's average credit hours attempted is 48.5
- District's average credit hours earned is 32.8

2. **Credit Hours Attempted and Earned (1996)**

- Schools' average credit hours attempted ranged from 42.2 to 68.4
- Schools' average credit hours earned ranged from 18.8 to 67.3
- Area's average credit hours attempted is 50.7
- Area's average credit hours earned is 29.4
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 34.4

3. Credit Hours Attempted and Earned (1997)

- Schools' average credit hours attempted ranged from 31.0 to 69.3
- Schools' average credit hours earned ranged from 28.3 to 68.9
- Area's average credit hours attempted is 47.4
- Area's average credit hours earned is 43.8
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 46.9

H. 1. Metropolitan Achievement Test (Reading) (1995)

- Schools' grade mean equivalent (GME) ranged from 6.3 to 11.1
- Area's GME average is 7.3
- District's GME average is 7.6
- National GME average is 9.7

2. Metropolitan Achievement Test (Mathematics) (1995)

- Schools' grade mean equivalent (GME) ranged from 6.4 to 12.0+
- Area's GME average is 7.6
- District's GME average is 7.5
- National GME average is 9.7

3. Metropolitan Achievement Test (Reading) (1996)

- Schools' grade mean equivalent (GME) ranged from 6.4 to 12.0+
- Area's GME average is 7.7
- District's GME average is 7.7
- National GME average is 9.7

4. Metropolitan Achievement Test (Mathematics) (1996)

- Schools' grade mean equivalent (GME) ranged from 6.7 to 12.0+
- Area's GME average is 7.8
- District's GME average is 7.6
- National GME average is 9.7

5. Metropolitan Achievement Test (Reading) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.1 to 12.0+
- Area's GME average is 7.7
- District's GME average is 7.1
- National GME average is 9.7

6. Metropolitan Achievement Test (Mathematics) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.4 to 12.0+
- Area's GME average is 7.8
- District's GME average is 7.6
- National GME average is 9.7

I. 1. Incoming 9th Grade Students Leaving School* (1995)

- Schools' discontinued average rate ranged from 1.95% to 27.66%
- Area's discontinued rate is 18.54%
- District's discontinued rate is 18.28%

2. Incoming 9th Grade Students Leaving School* (1996)

- Schools' discontinued average rate ranged from 0.44% to 50.0%
- Area's discontinued rate is 10.90%
- District's discontinued rate is 11.70%

3. Incoming 9th Grade Students Leaving School* (1997)

- Schools' discontinued average rate ranged from 0.00% to 67.85%
- Area's discontinued rate is 7.41%
- District's discontinued rate is 5.14%

4. Ninth Grade Students (Repeating Courses) Leaving School* (1995)

- Schools' discontinued average rate ranged from 0.00% to 42.55%
- Area's discontinued rate is 40.50%
- District's discontinued rate is 42.79%

5. Ninth Grade Students (Repeating Courses) Leaving School* (1996)

- Schools' discontinued average rate ranged from 0.00% to 37.59%
- Area's discontinued rate is 24.77%
- District's discontinued rate is 34.61%

6. Ninth Grade Students (Repeating Courses) Leaving School* (1997)

- Schools' discontinued average rate ranged from 0.00% to 89.92%
- Area's discontinued rate is 21.72%
- District's discontinued rate is 16.44%

The product variables were measured for the ninth grade students for June, 1995 (Without the Program), and the ninth grade students for June, 1996 and June, 1997 (With the Program). The results are based on all Area C schools having ninth grade students:

			6/1996 Compared to 6/95	6/1997 Compared to 6/95
a.	Grade Point Averages	-	Remained the same	Increased
b.	Student Daily Attendance	-	Decreased	Increased
c.	Credit Hours Attempted	-	Increased	Decreased
d.	Credit Hours Earned	-	Increased	Increased
e.	MAT Reading	-	Increased	Increased
f.	MAT Mathematics	-	Increased	Increased
g.	Educational Status**	-	Decreased***	Decreased***

Five out of seven variables showed improvement, one remained the same, and one decreased for 1995 vs. 1996. Six out of seven variables showed improved and one decreased for 1995 vs. 1997.

TENTH GRADE DATA

E. 1. Grade Point Averages (1996)

- Schools' grade point average ranged from 1.2 to 3.0
- Area's grade point average is 1.7
- District's grade point average is 1.8

2. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 1.0 to 3.0
- Area's grade point average is 1.4
- District's grade point average is 1.8

*Students leaving school refers to the discontinuance of their schooling. The reasons leaving school are stated as follow: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary). It should be noted that some of these students might return to continue their education.
**Educational Status: (discontinued their education)
***It shows improvement.

F. 1. Student Daily Attendance (1996)

- Schools' daily attendance average ranged from 74% to 95%
- Area's daily attendance average is 80%
- District's daily attendance average is 80%

2. Student Daily Attendance (1997)

- Schools' daily attendance average ranged from 77% to 96%
- Area's daily attendance average is 81%
- District's daily attendance average is 80%

G. 1. Credit Hours Attempted and Earned (1996)

- Schools' average credit hours attempted ranged from 29.2 to 68.2
- Schools' average credit hours earned ranged from 26.6 to 68.0
- Area's average of credit hours attempted is 46.4
- Area's average of credit hours earned is 44.8
- District's average credit hours attempted is 51.8
- District's average credit hours earned is 48.7

2. Credit Hours Attempted and Earned (1997)

- Schools' average credit hours attempted ranged from 30.7 to 69.6
- Schools' average credit hours earned ranged from 28.2 to 69.2
- Area's average credit hours attempted is 58.1
- Area's average credit hours earned is 57.0
- District's average credit hours attempted is 53.5
- District's average credit hours earned is 51.4

H. 1. Metropolitan Achievement Test (Reading) (1996)

- Schools' grade mean equivalent (GME) ranged from 7.3 to 12.0+
- Area's GME average is 7.7
- District's GME average is 8.8
- National GME average is 10.7

2. Metropolitan Achievement Test (Mathematics) (1996)

- Schools' grade mean equivalent (GME) ranged from 7.0 to 12.0+
- Area's GME average is 8.8
- District's GME average is 8.5
- National GME average is 10.7

3. Metropolitan Achievement Test (Reading) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.9 to 12.0+
- Area's GME average is 9.3
- District's GME average is 8.9
- National GME average is 10.7

4. Metropolitan Achievement Test (Mathematics) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.8 to 12.0+
- Area's GME average is 9.4
- District's GME average is 8.6
- National GME average is 10.7

I. 1. Incoming 10th Grade Students Leaving School* (1996)

- Schools' discontinued average rate ranged from 1.31% to 31.04%
- Area's discontinued rate is 1.96%
- District's discontinued rate is 3.18%

2. Incoming 10th Grade Students Leaving School* (1997)

- Schools' discontinued average rate ranged from 0.76% to 25.00%
- Area's discontinued rate is 6.80%
- District's discontinued rate is 3.98%

3. Tenth Grade Students (Repeating Courses) Leaving School* (1996)

- Schools' discontinued average rate ranged from 15.20% to 24.99%
- Area's discontinued rate is 10.07%
- District's discontinued rate is 16.22%

4. Tenth Grade Students (Repeating Courses) Leaving School* (1997)

- Schools' discontinued average rate ranged from 10.46% to 29.81%
- Area's discontinued rate is 21.69%
- District's discontinued rate is 15.87

The product variables were measured for the tenth grade students for June, 1996 (Without the Program), and the tenth grade students for June, 1997 (With the Program). The results are based on all Area C schools having tenth grade students:

			6/1997 Compared to 6/95
a.	Grade Point Averages	-	Decreased
b.	Student Daily Attendance	-	Increased
c.	Credit Hours Attempted	-	Increased
d.	Credit Hours Earned	-	Increased
e.	MAT Reading	-	Increased
f.	MAT Mathematics	-	Increased
g.	Educational Status**	-	Increased***

Five out of seven variables showed improvement and two do not show improvement for 1996 vs. 1997.

Recommendations

Schools can help retain at-risk ninth graders through a variety of policies and practices. The following recommendations should be considered to help all ninth graders begin successful high school careers:

- Continue to decrease alienation in the high school by breaking the school down into small, stable units to increase personal attention from the staff. Examples of this strategy include:
  - create a school within-a-school environment
  - expanding the role of a homeroom teacher to include mentor and personal guide;
  - extending class to two periods (block scheduling) to limit the need for students to move from class to class;
  - creating clusters of students who remain together for several classes and thus can offer each other support;

*Students leaving school refers to the discontinuance of their schooling. The reasons leaving school are stated as follow: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary). It should be noted that some of these students might return to continue their education.
**Educational Status: (discontinued their education)
***It does not show improvement.

- Continue to sensitize teachers to the problems of ninth graders so that the teachers can be helpful; assign more experienced teachers to this grade.

- Continue to offer special programs to orient middle school students to ninth grade, thus helping to smooth the passage. Such programs include:

  - schedule visits to the high schools by small groups of incoming students.

  - assign a high school student to mentor each new student.

  - have a middle school student shadow a high school student to learn what a high school day is like.

  - schedule orientation activities, preferably for small groups of ninth graders, that range from a single session on the first day in school to an ongoing program lasting up to a full semester. During these orientations, rules and expectations are discussed, courses of study are described, and human awareness issues like multicultural relations and drug use are explored.

  - have orientation activities for parents that cover much of the same ground as those for the new ninth graders.

All of the suggestions for easing the transition to ninth grade presented above have been successfully tested in school districts around the country. The experience of these school districts suggests that schools can make a real difference for students by giving special attention to the ninth grade as a pivotal year in a student's education. The experiences in Detroit, as documented in this report, add additional evidence that these approaches can yield success for Grade 9 students.

The following recommendations were made based on interviews with administrators and teachers and the surveys which solicited information regarding the program from principals, ninth grade administrators, teachers and students.

- All the ninth grade administrators indicated a district wide forum - such as a day-long conference - where they could get together to discuss, disseminate and critique and/or study options for improving the success of the ninth grade restructuring initiative.

- In order for a school to be successful in carrying out their goals for restructuring, all personnel should be in place on time.

- Almost all of the administrators interviewed indicated they would like to have a school within-a-school concept. Although some of them indicated they have space problems, they should try to solve them so that all ninth grade students can be scheduled on one floor or a certain part of the building.

- Increase time for planning and developing integrated learning materials that initiate active student centered learning in the classroom.

- A full-time social worker, attendance agent and a counselor would be able to deal with the problems of at-risk students.

- Development of a 'reading resource lab' coordinated by a reading specialist to assist at-risk students and the teachers of at-risk students in improving reading deficiencies.

- Research has shown that constructions strategies (student-centered, and active participation) improved student learning and retention. In-service should be provided to assist teachers in planning constructive activities because classroom visits reveal that teachers still rely heavily on traditional teacher-centered practices such as lecturing and paper-pencil participation activities.

- Seek ways to involve more parents in the school programs and activities.

- Most educators now recognize that it is imperative for schools to find better ways to increase parental and family involvement in children's education. The results of a study indicated that parental involvement is essential in helping children achieve optimum success in school, both academically and behaviorly. The results suggest that parental involvement should be encouraged in the classroom and at home for a number of reasons, including: (1) parental involvement sends a positive message to children about the importance of their education, (2) parental involvement keeps the parent informed of the child's performance and (3) parental involvement helps the school accomplish more.

- Continue to have block scheduling, team teaching, and continue to provide group and individual counseling with the 10th grade students. Counselors and teachers should collaborate to assure that the services to these students will not be drastically changed.

- Provide students with more opportunities to be actively involved in learning experiences. More effective, alternative discipline strategies need to be employed. Students need to be motivated to attend classes, accept responsibility for their own behavior, and to achieve academic success.

- Efforts should be made to continue the Ninth Grade Restructuring efforts into the 10th grade.

1996-97 NINTH GRADE RESTRUCTURING PROGRAM

BACKGROUND INFORMATION[1]

The Ninth Grade Restructuring Task Force recommended to the Detroit Board of Education that a district-wide restructuring plan be initiated that would have impact on every ninth grade student in the District. The unique characteristics of the age group, the typical difficulties with all transition, and the high failure rate in certain key subjects prompted the recommendation that all members of this target population be exposed to at least one of three recommended restructuring options.

The purpose for this district-wide restructuring effort is to enable the provision of programs, resources and services that more readily meet the unique needs of ninth graders. The anticipated results include a substantially lower school dropout rate for the District's ninth graders and assurance that every student who enters the ninth grade graduates from high school.

The specific Task Force recommendations to the Board were as follows:
The District adopt, by the 1995-96 school year, all of the following options which provide more than one avenue for restructuring the ninth grade:

- **Pilot ninth grade in middle schools**
- **Create new, and embellish existing, ninth grade programs for all students (school-within-a-school, accelerated programs, dropout prevention, theme schools, Tech Prep, etc.)**
- **Establish ninth grade academies for students who are seriously at-risk of dropping out**

Upon accepting the Task Force's recommendations, the Board enjoined each Area to adopt either some or all of the reorganization strategies and to commence immediately with the formulation of implementation plans for restructuring.

The Ninth Grade Restructuring Task Force developed a set of **Guiding Principles** to lend direction to the development of Area plans and assure that they impact all ninth graders. The Task Force recommended all Area plans be developed in the spirit of the Guiding Principles regardless of the chosen option(s). A timeline for the completion of all plans was also determined.

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[1]**Ninth Grade Restructuring Task Force, Spring, 1995**

The Guiding Principles included the following categories that were to be addressed in the Areas' restructuring plans:

- target population
- school environment
- student discipline
- staff and instruction
- curriculum
- parents
- life role expectancy
- technology
- physical and mental health and
- continuance

The Task Force was also sub-divided into **Technical Assistance Teams** that would stand ready throughout the development of the Area restructuring plans to troubleshoot, provide resources and assistance. These teams were as follows:

- funding
- planning program design
- support services
- parental involvement
- awareness and dissemination
- curriculum/technology
- staff development and
- evaluation

The membership of the Technical Assistance Teams was expanded to include other individuals in the organization who could lend additional expertise and information. In particular, the *Funding Team* explored funding options and identified those areas in the recommendations that could be addressed with Section 31a at-risk funds. High schools then utilized their school improvement plans to identify uses for Section 31a funds to address at-risk ninth grade students. Each high school was to receive a Section 31a allocation to help implement part of their ninth grade restructuring plan.

In response to the Board's charge, each Area convened a planning team to undertake the task of developing a ninth grade restructuring plan.

The **target population** was defined by the Task Force to include all ninth graders and/or "students who are fourteen or more years of age who are classified as ninth graders or less."

While the planning logistics varied somewhat from Area to Area, the common charge from the Board, commonly agreed upon process criteria and goals, yielded a set of Area plans that together represent a cohesive, **District-wide Ninth Grade Restructuring Plan.**

Detroit's Ensuing Ninth Grade Restructuring Plan (1995-96)

While three restructuring options were possible, all Areas chose the same option:

- **Create new, and embellish existing, ninth grade programs for all students (school-within-a-school, accelerated programs, dropout prevention, theme schools, Tech. Prep., etc.)**

Formation of Planning Teams

Each Area convened a meeting with representatives from each of its high schools to participate in the planning. Some areas included middle school representation, parents, vocational technical centers and other stakeholders.

Formation of Mission, Vision and Goals

Based on the District's Strategic Plan, each Area developed a mission statement. The mission statements were supported by vision and goal statements that clearly set directions to the components of the plans. All plans contained specific enabling objectives or activities that would be carried out in order to achieve the stated goals.

Identification and Assessment

All plans contained provision for the **identification** of members of the target population who are **most at-risk** of dropping out of school and most in need of intervention programs and activities, particularly before they enter high school.

Identification included eighth grade assessment of students who were to enter Grade 9 in fall, 1996. All plans included the development of **Individual Learning Plans (ILP)** for students based on the results of this assessment.

Restructuring Strategies

All plans detailed specific restructuring strategies for more readily meeting the unique needs of the target population. The plans reflected the review of literature, informed practice and developed knowledge about instructional practices and restructuring models.

Restructuring efforts are to range from creating a distinct school-within-a-school, to facilitating block scheduling, common teacher prep periods and planning time, from distinct dismissal and arrival times, to separate locations, reorganization of course offerings and smaller learning units.

Curriculum is to be augmented to include Tech Prep and School-to-Work components such as job shadowing, hands on, practicums, etc.

All new ninth graders are to be exposed to an intensive orientation prior to entering ninth grade or during the first few weeks of school.

Support Services

The middle school and ninth grade assessment instruments also provide information as to the type of support services necessary to accomplish the missions and goals as defined. All plans contain an array of options and support services ranging from mentors, tutorial programs, and peer support programs, to career counseling, social work services, health services, etc.

Parents

Avenues for the meaningful involvement, support and participation of parents are an intricate part of each plan.

Identification of Staff Requirements

All plans contain reorganization descriptions that address the need to provide the target population with sufficient, well-trained teachers and other support staff. Nearly all high schools added one additional assistant principal whose sole administrative responsibility will be the ninth grade school-within-a-school.

All high schools articulated the need for additional teachers. Some added social workers, counselors, psychiatrists, attendance officers, teacher coordinators, instructional specialists, educational technicians and others.

Staff at all schools participated in professional development and other training as identified by individual planning teams. Most staff training will focus on upgrading the instructional skills of staff. Many plans include training that will equip all involved staff with strategies and information that will enable them to become effective, knowledgeable and caring adults.

Identification of Renovations or Facility Needs

Some plans include the renovation of certain areas of buildings to accommodate the school-within-a-school and smaller learning units. All plans include the provision to infuse technology into the learning process which automatically will require facility renovations and upgrades.

Technology

Many plans include extensive utilization of technology ranging from personal computers for each student to enable distance learning and other computer assisted activities, to technology wings that will facilitate hands on experiences in technology careers as well as daily learning.

All plans include provision for Vocational and Technical Education as well as experiences that will relate education to the real world of work. Such programs as School-to-Work and Tech Prep are integral parts of some plans.

Evaluation and Assessment

All plans use the student achievement criteria articulated in the Strategic Plan. The goals for MAT, attendance, dropout rate, etc., set forth in this document will be a part of all evaluations.

Leadership

All plans are under the leadership of the respective Area Superintendents who are to assure that implementation efforts address the goal to maintain ninth grade students in school until graduation.

Allowable Costs

Costs payable with Section 31a funds are limited to the following:

- salaries and benefits for instructional staff
- salaries and benefits for staff providing direct non-instructional services such as: medical, counseling, social work services
- purchased services, supplies and materials for instructional and direct non-instructional services
- operation, maintenance, and pupil transportation costs for programs provided outside of the regular school day or year; (transportation for field trips is allowable.)
- capital outlay necessary for the provision of instructional and direct non-instructional services such as computers and other non-instructional equipment
- procedures for involving parents in direct instructional and non-instructional activities with their children

The following pages present a review of the literature related to school restructuring at the high school level. After the literature review, an evaluation of the 1996-97 Ninth Grade Restructuring Program based on staff and student perceptions is presented. This report represents just one part of the total project evaluation. Additional reports in this series are available from the Office of Research, Evaluation and Assessment.

LITERATURE REVIEW[2]

A literature review was conducted as part of the 1996-97 Ninth Grade Restructuring Program evaluation. The purpose of the literature review is to identify characteristics of effective dropout prevention programs. The Literature Review is located in the Appendix L.

PURPOSE OF EVALUATION

The emphasis currently being placed on the development of dropout prevention programs for young people and the concomitant installation of such programs in schools, makes it crucial for educators to examine the effects of such programs. Examination must be made of such variables as the time spent on the program, net effects on grade point averages, attendance, test scores, and other in-school academic and non-academic behaviors. As with all programs in the early stages of implementation, process data, such as the perceptions held by the various interest groups of the program, are crucial. Such perceptions often assist in making program adjustments and often provide telling data about the program. Results of this evaluation are to be used by central, area and school staff members for purpose of program planning.

METHODOLOGY

Process Evaluation

The Evaluation of the 1996-97 Ninth Grade Restructuring Program was designed to assess the success of the program as perceived by the principals and the teaching staff. Four surveys were developed containing statements related to the Ninth Grade Restructuring Program. The principals', the Ninth Grade administrators', the teachers' and the students' surveys contained both forced-choice and open-ended questions. The forced-choice questions accompanied by a Likert-type scale upon which the responses were marked. The four surveys were administered by the Office of Research, Evaluation and Assessment.

Product Evaluation

Data on grade point averages, attendance, credit hours, academic achievement and dropouts were collected for 1994-95, 1995-96, and 1996-97 ninth grade students and 1995-96 and 1996-97 tenth grade students. Data for grade point averages, attendance and credit hours were received from the district's AS400 information system. The educational status of students came from the district's AS400 information system. Data from the administration of the Metropolitan Achievement Tests (Reading and Mathematics) (MAT7, Form S, Level S1, Psychological Corporation, 1993 administered spring 1995, 1996, and 1997) came from the files of the Office of Research, Evaluation and Assessment. The evaluator of the Ninth Grade Restructuring was responsible for collecting and analyzing all product data.

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[2]See Bibliography Sources in Appendix L. ERIC search abstracts were used for some of the data.

PRESENTATION AND ANALYSIS OF PROCESS DATA

AREA C. PRINCIPAL'S PERCEPTIONS OF THE PROGRAM

There was one (1) survey returned by the principal who was involved in the 1996-97 School Restructuring Program. She rated twelve (12) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also nine (9) open-ended questions for which his opinions were solicited.

TABLE 1
PRINCIPALS' SURVEY OF THE 1996-97
NINTH GRADE RESTRUCTURING PROGRAM

Statements	Number of Responses Total	Number of Responses Positive	Percent of Positive Responses
The Ninth Grade Restructuring Program was successful in:			
a. raising students' achievement in reading.	1	1	100%
b. raising students' achievement in mathematics.	1	1	100
c. raising students' achievement in science.	1	1	100
d. raising incoming 9th Grade students' awareness of high school requirements.	1	1	100
e. raising students' awareness of high expectations.	1	1	100
f. developing self-discipline and responsibility for one's own actions and accomplishments.	1	1	100
g. developing students' ability to work cooperatively with others.	1	1	100
h. encouraging parents to be involved in their child's learning.	1	1	100
i. helping students attend school regularly.	1	1	100
j. helping students develop worthwhile priorities.	1	1	100
k. developing students' ability to work independently.	1	1	100
l. preventing students from dropping out of school.	1	1	100

The principal responded "Strongly Agree" or "Agree" to all of the statements.

Mean average of the statements "Agreed" or "Strongly Agreed" is one hundred percent (100%).

Open-Ended Questions

The principal was asked, *how did you prepare your staff for the Ninth Grade Restructuring Program?* She responded as follows:

"In-service on the program and meetings with the ninth grade staff."

In the next question the principal was asked, *what teaching strategies would you find in Ninth Grade classrooms in your school?* She responded as follows:

"Various strategies were utilized to promote student achievement. Cooperative learning, student centered instruction, and peer mentoring were implemented."

The principal was asked, *did any organizational change(s) occur in your school as a result of the Ninth Grade Restructuring Program?* Her responses follow:

"The development and implementation of a summer enrichment program preparing students for the transition into high school."

"Group and individual counseling"

The principal was asked, *are you going to do anything different for the 1996-97 Grade 9 students when they are in the 10th grade in 1997-98?* Her responses follow:

"Yes! Follow-up with a support for students at-risk. Continue to reward and support students who are academically on target. Form a support group for 44.0 students."

The principal was asked, *what, if any, are your major concerns about the delivery of instruction by your teachers of Grade 9 students?* Her responses follow:

"Major concern is lack of money for additional supplementary equipment, supplies, workshops for staff and a designated ninth grade administrator."

"Changing teachers' styles to meet the needs of all students."

"Student-centered measures"

The principal was asked, *what are the reactions of the following stakeholders about the Ninth Grade Restructuring Program?* She responded as follows:

a. students: "positive and supportive of the program."

b. teachers: "positive, but would like more funding for additional materials."

c. parents: "very supportive."

In the next question, the principal was asked, *what changes would improve the implementation of the Ninth Grade Restructuring Program?* She responded as follows:

"A designated administrator or coordinator for the ninth grade program."

The principal was asked, *for you, what have been the major challenges of the Ninth Grade Restructuring Program?* Her responses follow:

"Lack of sufficient funds to buy supplementary equipment and a ninth grade administrator for the program."

Finally, the principal was asked, *what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?* She responded as follows:

"None, parents have been supportive as evidenced by attendance at orientation, ninth grade parent meeting and parent teacher conferences."

AREA C. TEACHERS' PERCEPTIONS OF THE PROGRAM

Table 2 shows that there were nineteen (19) surveys returned by the teachers who taught in the 1996-97 Ninth Grade Restructuring Program. They rated nineteen (19) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also seven (7) open-ended questions for which their opinions were solicited.

TABLE 2
TEACHERS' PERCEPTIONS
OF THE
1996-97 NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Number of Responses Positive	Percent of Positive Responses
1.	I received sufficient information about the Ninth Grade Restructuring Program.	19	19	100%
2.	Teachers in this school seem to feel that they received sufficient information for the implementation of the Ninth Grade Restructuring Program.	19	16	84
3.	The Ninth Grade Restructuring Program was successful in:			90
	a. raising students' achievement in reading.	19	17	90
	b. raising students' achievement in mathematics.	19	17	90
	c. raising students' achievement in science.	19	17	90
	d. raising students' awareness of high school requirements.	19	19	100
	e. raising students' awareness of high school expectations.	19	19	100
	f. developing students' ability to work independently.	19	18	95
	g. developing students' ability to work cooperatively with others.	19	19	100
	h. developing self-discipline and responsibility for one's own actions and accomplishments.	19	16	84
	i. encouraging parents to be involved in their child's learning.	19	16	74

TABLE 2 (Cont'd)
TEACHERS' PERCEPTIONS
OF THE
1996-97 NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Positive	Percent of Positive Responses
j.	helping students develop worth-while priorities.	19	19	100%
k.	helping students to attend school regularly.	19	15	79
l.	preventing students from dropping out of school.	19	17	90
4.	I feel that Ninth Grade Restructuring Program will result in improved achievement.	19	19	100
5.	Teachers feel that Ninth Grade Restructuring Program will result in improved achievement.	19	17	90
6.	I am supportive of the Ninth Grade Restructuring Program.	19	17	100
7.	Teachers in the building seem to be supportive of the Ninth Grade Restructuring Program.	19	18	95
8.	Parents received sufficient advance notification about the Ninth Grade Restructuring Program.	19	17	90

Ninety to one hundred percent (90% to 100%) of the teachers "Agreed" or "Strongly Agreed" to fifteen (15) of the statements.

Seventy-four to eighty-four percent (74% to 84%) of the teachers "Agreed" or "Strongly Agreed" to the other four (4) statements.

The mean average of all students "Strongly Agreed" or "Agreed" is ninety percent (92%).

Open-Ended Questions

The teachers were asked, *what teaching strategies would I find in Ninth Grade classrooms in your school?* They responded as follows:

"Cooperative learning--students work in groups to formulate opinions or answers. Constructivist approach--students are coming up with their own ideas one how to make decisions, and how to deal with experiments."

"Cooperative learning, student centered instruction, and lectures."

"We incorporate all of the above methods especially cooperative learning. More specifically, we focus on peer-editing, writing as a process, and group work that emphasizes skills for the HSPT."

Cooperative learning (7)

"I personally use cooperative learning, discovery lessons, practical experience and problem solving."

"Students work cooperatively on work sheets, problem sets and activities."

"I think the biggest asset of this program is that students seem to be more responsive, and they attend classes more regularly."

"You will always find innovative teaching methods being used in Redford's classrooms."

"We employ several styles of instruction in our ninth grade classrooms. Some teachers employ comparative learning, others use authentic method of instruction. The computer lab is a student center of instruction."

"All students will acquire cross disciplinary instruction in the African American experiences."

"Students sit at tables and often work on group projects. Students work on writing assignments using the writing process and evaluate each other's work using peer response groups."

"I try to incorporate a variety of strategies in my classroom: cooperative learning, independent learning teacher and student centered instruction."

"Various teaching strategies were implemented in the ninth grade classrooms. For example, independent extended reading for assessment of comprehension; grouping self/peer evaluation for assessment of writing; and cooperative learning for innovative, creative, and complex esteem. Learning was implemented to increase student's knowledge and self-esteem.

"Small group work/cooperative learning."

- Cooperative learning - Many of the teachers have set up various group-interaction activities.

- Lecture - Discussion instruction (authentic)
- Computer - Adaptive instruction (authentic)

In the next question the teachers were asked, *did any organizational change(s) occur in your school as a result of the Ninth Grade Restructuring Program?* They responded as follows:

- Some team teaching
- All 9th graders in the program travel to each class together (co-hort format).
- All 9th graders have locker and classroom locations in one special part of the building.

"We have experimented with our schedule as to accommodate and encourage students to seek extra help from their teachers."

"Team teaching - the sharing of activities and labs with other teachers."

"Yes - they transferred students to different counselors thus breaking up the togetherness of the program."

"We are in the process of setting up a team teaching process between similar disciplines. The social studies will team up with English whereas math and science will work together. We will have a common prep hour."

"There is block scheduling for this program and some team teaching.

"We are in the process of developing team teaching. English and social studies teachers will have students writing across the curriculum."

"Students travel as a group throughout the day, so all teachers know where they are each period. This allows for team teaching and teachers are more often able to coordinate their lesson plans."

"The organizational changes consisted of staff meetings held with ninth grade teachers by the ninth grade assistant principal on a regular basis. Blocking of math and English ninth grade classes, team teaching and a ninth grade lunch and bell schedule to encourage adjustment and improve education."

"Block scheduling was a part of the initial program along with flexible scheduling, but due to a drop in enrollment and loss of teacher services, these changes were eliminated."

"Block scheduling and team teaching."

Block scheduling (4)

Team teaching (3)

Teachers were asked, *what, if any, are your major concerns about the delivery of instruction to your Grade 9 students?* Their responses follow:

- Student ability prior to entering ninth grade - many of our young people are very deficient in basic reading, math and writing skills.
- It would be helpful for all teachers in the program to have a computer print-out of new, incoming 9th graders, previous 8th grade attendance and GPA.

"How prepared they are for grade nine coming out of middle school."

"Some of the ninth graders were not prepared skill-wise to succeed in an algebra course; special tutoring or a supportive class should be offered."

"Time - too many classes, need time for counseling, tutoring and review."

"Moving students from step-by-step mechanical or repetitions problem solving - to real and higher - level thinking and problem solving."

"That they will retain the material that they have learned."

"It is difficult introducing new concepts. Reteaching new concepts is a common practice."

"Classroom sizes are too large. To be effective we should have 25 students per classroom. There also needs to be a more effective consequence sequence for chronic offenders."

"My major concerns are to make sure students feel comfortable working with numbers; also that they understand how to do 'basic skills', which cause students to do poorly in math; and to stress that students must be actively participating in the learning process."

"Student's inability to read, write, and follow directions."

"Teachers who deal with ninth graders should have help available to them for learning classroom management techniques for dealing with ninth graders. Several of our teachers were not as effective with ninth graders as they are normally with older students."

"I have no problem in determining instructional materials and classroom information to my ninth grade students. They are a lot of fun and very easy to work with. It is important to teach them daily to instill in them to stay in school."

"My biggest concern is school attendance, the apathy on the part of the parents as well as the students. There must be attendance policies at each level in a child's early education, not just at the later end."

The teachers were asked, *what are the reactions of the following stakeholders about the Ninth Grade Restructuring Program?* Their responses follow:

a. students:

"Felt the program prepared them for the ninth grade."

"Sometimes overwhelmed with amount of work expected from them."

"From my perspective, everyone seems to have reacted fairly favorable to the Ninth Grade Restructuring Program."

"Students seem aware of the difference."

"Positive"

"Most students are happy to remain with old friends."

"Most students are attempting to be successful in our program."

"Majority are interested in program. At times, it is hard for them to keep focused."

"Students seem to enjoy being together throughout the day and though many of them were hoping for more anonymity when they reach high school, I think most of them responded well to the familiarity the program encourages."

"There are students who need and enjoy the ninth grade restructuring program."

"The ninth grade students felt secure in the program and they enjoyed the various lessons and activities provided by the program."

"Once they got use to it, they liked it."

"Students were less than happy about the extra learning time since other 9th graders were not included."

"Some feel it is positive, others negative."

b. teachers:

"Support the program."

"Concerned about students who cannot keep up the rigorous schedule."

"Most of the teachers feel that it is another gimmick to cover up real solutions to existing problems."

"Positive"

"The program will help future learning potential."

"The entire 9th grade restructuring staff support the program and are working hard to improve it."

"Very interested in the students obtaining success."

"Teachers out of the program are extremely negative about the program and 9th graders in general."

"Those teachers that I have worked with like it very much."

"Teachers enthusiastically motivate ninth graders to stay in school. They are also encouraged to complete all assignments and pass to the 10th grade."

c. parents:

"Support the program."

"Parents are very interested in their child's progress."

"Unaware of any difference."

"Most do not understand what the program is about."

"Most parents are supportive of our efforts. They respond quickly to our concerns about their children."

"Some are supportive, but not enough involvement."

"I think parents of 9th grade restructuring students believe we are trying to improve the education of their children."

"Parents believe that the program is beneficial to their children's growth and well-being. They believe that 9th graders should not 'be drop-outs.'"

"Very little if any feedback from parents."

d. administrators:

"Support the program."

"Happy to see ninth graders adjusting to high school."

"Appear supportive, but with the exception of its immediate supervision, are too far removed to have an impact."

"Supportive"

"Most think the program will improve learning."

"Dr. Smith works extremely hard to make sure the program runs smoothly."

"Positive attitude toward our students who are working to achieve their goals."

"The program administrator was great! But other administrators did not seem to care about the program, since the counselor problem was never resolved."

"Administration feel that there are too many 9th graders dropping out of school. They meet frequently to curtail the problem. They are implementing instructional programs to wipe out the problem."

"They seem to see its merits and favor it."

Teachers were asked, *what changes would improve the implementation of the Ninth Grade Restructuring Program?* Their responses follow:

More parental involvement. (2)

"I think the summer school component is very beneficial for those involved, they seem to do a little better and be a little prepared than those who do not attend. Increased attendance in this program, I think, would help."

"Scheduling and time for counseling."

"Discipline must be very strong and consistent at the outset. Expectations for four years must be clearly stated and tracked. Stronger emphasis on team teaching must be put into place."

"More parent, teacher, and student involvement with communication."

"Smaller class size."

"More support staff are needed to assist in getting our program implemented. We need a separate counselor trained in dealing with their needs. We need an attendance person to check-up on absenteeism."

"More incentives to keep students interested in becoming a success."

"It was much, much more helpful last year to have our own counselor! It made it extremely difficult this year to have the program's administrator serve double duty as counselor. Then the students were divided among 4 different counselors and they were not able to give the program this time or attention needed."

"Remedial math and reading programs."

"To include teachers, parents, students and administrators in the planning stages of the program. To revisit the plan to change anything for the betterment."

"None that I can think of right now."

"The changes that would improve the implementation of the 9th grade restructuring program are: delete blocking of time; grouping all ninth graders together by the nearest rooms; placing them on a different time schedule and taking and bring them to lunch."

- One special counselor or two who would work with only those in the program.
- Allowing one administrator to have just one duty assignment - the 9th grade. It is very difficult for an administrator to be held responsible for more than the 9th grade program.
- A special parent day for conferences which would be mandatory for parents of students in the program.

The teachers were asked, *for you, what have been the major challenges of the Ninth Grade Restructuring Program?* They responded as follows:

"Getting supplies"

"I think if we would meet more often as 'ninth grade teachers' to coordinate our efforts - the way we did two years ago - we would be more effective."

"Taking class time for study, review and 'reflection talking.'"

"The primary challenge is in keeping these students from being influenced in negative ways by the general school population."

"Improving student achievement."

"Keeping the students on-task."

"Teaching students reading and writing skills."

"To get students orientated to high school behavior: coming to class with supplies, staying in one's seat and completing assignments. Study habits are atrocious."

"Keeping students motivated and attending school, along with more parental involvement."

"The program was not nearly as effective the second year because of the counselor problems and the lack of funds for field trips, materials, and other activities."

"Trying to help students who don't want your help."

"The major challenge of the ninth grade restructuring program has been the students themselves. For example, planning innovative lessons aligned with the HSPT, North Central and the 9th grade programs that students can comprehend, apply, and master orally and on tests successfully."

"Parental involvement with their children school life."

- The general academic level of at least 20-30 percent of the students is below grade level (this results at times in a teaching-down or a slower pace).
- The maturity level of many of the 9th graders results in some discipline and achievement problems.

In the next question the teachers were asked, *what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?* They responded as follows:

"Disciplining the ninth graders to take notes in class and seeking tutorial help when necessary."

"I don't have any knowledge of parental component of Ninth Grade Restructuring Program."

"Finding parents fully interested in the future of their students in numbers significant enough to cause pressure on others to make this work."

"Keeping the parents involved in their learning."

"Many parents don't understand their role in the learning process. They gave little control over their children and they support their child's bad behavior. Many such students with this type of parent are not prepared for daily learning because, there is no punishment for not being successful in school."

"Some parents do not respond to attendance or performance notices. Attendance at the parent teacher conferences is very limited. Some children have very little parental guidance."

"There is not enough parental involvement. I think that more activities should be made available to parents."

"It has been very difficult to involve parents. I mailed progress reports, parent/teacher conferences postcards, and bulletins to parents, but received very little response."

"No visible inclusion of parents in the initial work at the school level."

"Most parents have been very cooperative and supportive. A few have failed to respond to repeated requests for a conference."

"Lack of cooperation from home. Parents only become active around the end of the school year. I have 140 students, and I only had about 20 parents during the four parent/ teacher conferences."

"Direct contact is sometimes difficult to develop. (Even at parent conferences, we see at most 10 percent of the parent body and most of the 10 percent are parents of above average students.) There must be a higher level of accountability on the student's and parent's past regarding achievement, attendance, and behavior."

AREA C. STUDENTS' PERCEPTIONS OF THE PROGRAM

There were one hundred thirty-eight (138) surveys returned by the students who were enrolled in the 1996-97 Ninth Grade Restructuring Program. They rated twenty (20) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also two (2) open-ended questions for which their opinions were solicited.

TABLE 3
STUDENTS' PERCEPTIONS OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Number of Responses Positive	Percent of Positive Responses
1.	The Ninth Grade Restructuring Program has helped my classmates to:			
a.	get along with other students.	146	135	92%
b.	get along better with adults.	145	105	72
c.	feel better about themselves.	140	116	83
d.	feel better about school.	146	121	83
e.	improve their attitudes toward learning.	144	127	88
f.	develop better self-discipline.	145	110	76
g.	improve their work habits.	146	121	83
h.	improve their reading skills.	145	121	83
i.	improve their math skills.	145	120	83
j.	improve their science skills.	145	105	72
k.	attend school regularly.	146	105	72
l.	improve their ability to work cooperatively with others.	146	132	90
m.	to complete assigned tasks.	145	116	80
n.	to raise their awareness of high school requirements.	144	128	89

TABLE 3 (Cont'd)

STUDENTS' PERCEPTIONS OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Number of Responses Positive	Percent of Positive Responses
2.	I am satisfied with the services I have received from the program.	146	129	88%
3.	The teachers of this program appeared to be sincerely concerned about me.	146	123	88
4.	I was given homework daily in most of my classes.	146	85	88
5.	I received help from my teachers when I was having problems with my class work.	145	122	84
6.	The services offered by the counselor have been very helpful.	146	128	58
7.	The administrators of this program appeared to be sincerely concerned about me.	146	128	84

Eighty to ninety-two percent (80% to 92%) of the students "Agreed" or "Strongly Agreed" to fifteen (15) of the statements.

Fifty-eight to seventy-six percent (58% to 76%) of the students "Agreed" or "Strongly Agreed" to the other five (5) statements.

The mean average of the statements "Agreed" or "Strongly Agreed" is eighty-two percent (82%).

Open-Ended Questions

In the first question, the students were asked to indicate what they liked best about the program. **They responded as follows:**

"The visitors. The speakers gave very helpful information. We got a chance to explore the internet. I think that all of the reading we did improved my reading skills."

"What I like best about this program is how the program is helping me out with my first year of high school. The program also helped me to get along with my classmates."

"I liked when we went to the computer lab. Also, I liked the different conflict resolution programs."

"I like the way that this program was concerned enough about restructuring the ninth grade class. It has done a lot of things to help ninth graders stay focused."

"What I liked best about the program is getting to know other people. I also like my English and gym classes."

"I increased my learning skills in the program."

"What I like best about this program was it made others and myself speak more, in other words, we had to communicate more with each other."

"The thing I like best about the program is that I made new friends."

"That we don't have just strait academics but physical education too!"

"I like the fact that we're getting help in the main subjects like math, science, English, and social studies."

"I like math and English because both classes are fun and you will need them both later in life."

"The best part of this program was getting to know my peers and teachers. Also, the English class was helpful."

"The teachers concern about the students."

"That it gave me a chance to meet some of the students see in school and help me understand the ninth grade work better."

"I liked when the teachers, counselors and whomever else made me feel like they are my family and the school is my home."

"That the teachers understood us."

"Learning how the school operates and how the teachers are."

"I like this program because I have been involved in sports and academic activities that will enhance me during the school year."

"I liked everything about the program. All the classes really helped me."

"The things that I liked best about this program is how it helped me in my main subjects and helped me get used to high school."

"I like this program because you get to meet new people, and you find out how high school will be."

"The things I like best about this program is that we have fun in all of our classes especially in gym. It helps me meet new friends and improve my study habits."

"I like the program because the teachers are very helpful and we have fun while we learn. I also like the safe and clean atmosphere."

"I like the way they teach the program and I like the teacher's style of teaching and the way they set up so the students also feel comfortable."

"I liked meeting new people, getting adjusted to the school, and learning new things."

"This program was a way to help us become better and sharpen our skills which is what I liked best."

"I enjoyed interacting with new students. I adapted to the rotating schedule which will help me in the fall."

"The things in this program that I liked were the teachers and the opportunity to meet and make new friends."

"I like that some of my teachers care. I like that I've only been here for a little while and I already have a friend that is close to me."

"I liked it best because of the help my teachers gave me when I need it."

"To me the best thing about the program is the fundamental algebra class and the English class."

"It helped me to learn more and easier."

"I have liked how I got to stay with my friends all day, and I've liked how we get to watch movies, and read great stories. I also like mostly all my teachers."

"It has helped me through school and being with the same people in my classes."

"The thing I like best was moving from room to room which allowed me to stay with my new friends."

"I guess, for the most part, I got a chance to experience a lot of new people."

"What I liked most about this program is going around meeting people."

"I like how some of my teachers explained everything about what we were doing."

"Coming to school and having fun with different friends besides the one's I had in middle school."

"The teachers like to help out so that we stay on the right track and stay in school."

In the second question, the students were asked to indicate what they liked least about the program. **Some of their comments follow:**

"I didn't like how my science teacher didn't teach us anything."

"I hate a couple of teachers in this program because they don't hardly do anything."

"The least thing about this program that I didn't like was the fact that I had a few teachers who I couldn't interact with."

"Some of my teachers, such as my science teacher."

"Seeing the same people you don't like."

"What I least liked about the program was the history class because that teacher act like they don't really care."

"I was tired of seeing the same faces day-in and day-out."

"The way arguments and fights get started over something that is repeated by other kids, the way that some teachers talk to me and the other students, and many other things that are too many to list them all."

"I don't like it when the administrators do a hall sweep."

"The homework and the lunch."

"The part I liked the least was that we had to arrive at 8:00 a.m."

"The lunchroom is crowded with too many people who like to keep up confusion."

"I disliked the attitude of the science teacher."

"Well sometimes teachers go too fast."

"The only thing I didn't like about this program is that the classes seemed quick and we had to study text to put in lockers, etc."

"I didn't enjoy science class."

"What I least like about the program are the lunches that they serve."

"What I like least about the program was how early it stars daily."

"I don't like the fact that we have to be here so early."

"The security guard having to search us down if we go off while going through the metal detectors more than twice."

"I least like about this program is that the teachers didn't make learning fun, so in almost all classes, you doze off to sleep."

"I did not like the way that many ninth graders did not do any of the things the program had to offer them."

"How the teachers can give you a little more work than normal."

AREA C. NINTH GRADE ADMINISTRATORS' PERCEPTIONS*

There were three (3) surveys returned by the Ninth Grade Administrators who were involved in the 1996-97 School Restructuring Program. They rated twelve (12) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also nine (9) open-ended questions for which their opinions were solicited.

TABLE 4

NINTH GRADE ADMINISTRATORS' SURVEY OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Number of Responses Positive	Percent of Positive Responses
The Ninth Grade Restructuring Program was successful in:				
a.	raising students' achievement in reading.	3	3	100%
b.	raising students' achievement in mathematics.	3	3	100
c.	raising students' achievement in science.	3	2	67
d.	raising incoming 9th Grade students' awareness of high school requirements.	3	3	100
e.	raising students' awareness of high expectations.	3	3	100
f.	developing self-discipline and responsibility for one's own actions and accomplishments.	3	3	100
g.	developing students' ability to work cooperatively with others.	3	3	100
h.	encouraging parents to be involved in their child's learning.	3	2	67
i.	helping students attend school regularly.	3	2	67
j.	helping students develop worthwhile priorities.	3	3	100
k.	developing students' ability to work independently.	3	2	67
l.	preventing students from dropping out of school.	3	3	100

One hundred percent (100%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to eight (8) of the statements.

*Most of the Ninth Grade Administrators were assistant principals who served in that administrative position. In some schools department heads served in that position.

Sixty-seven percent (67%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to four (4) of the statements.

The mean average of all the positive statements is eighty-nine percent (89%).

Open-Ended Questions

The Ninth Grade Administrators were asked, *how did you prepare your staff for the Ninth Grade Restructuring Program?* Their responses follow:

"The entire Redford staff was given a brief in-service as it relates to the Ninth Grade Restructuring Program at the very first general staff meeting in the fall. The ninth grade assistant principal shared the programs' vision, goals, objectives, and student expectations with the entire staff. Later, the ninth grade assistant principal met periodically with ninth grade teachers to determine what progress was being made, as well as to discuss teachers' concerns and what set backs we were experiencing. As the administrator of the Ninth Grade Restructuring Program, I must meet more regularly with the ninth grade teachers to ensure teacher effectiveness and to make sure the team of teachers are working on a common goal for our ninth grade students."

"The staff was aware of the program based upon last year."

The Ninth Grade Administrators were asked, *what teaching strategy would you find in Ninth Grade classrooms in your school?* They responded as follows:

Ninth grade teachers are using the following teaching strategies to work effectively with our ninth graders:

- Cooperative Learning - students sit at tables and often work on group projects; every member of the group must participate and contribute to the group's success in order to receive a good grade.
- Writing Workshops - students work on writing assignments using the writing process model and they evaluate each other's work using peer response groups.

"Our teachers used a variety of teaching methods. We have had numerous workshops on cooperative learning, etc., and classroom activities are being aligned to the High School Proficiency Test."

The Ninth Grade Administrators were asked, *did any organizational change(s) occur in your school as a result of the Ninth Grade Restructuring Program?* They responded as follows:

"Our ninth graders participating in the School-Within-A-School Program had their schedules blocked so that they travel together as a team, for five (5) classes during the day. Each team of students has a team of teachers who work with them, developing strategies and techniques to improve their academic performance. The team of teachers had the same prep period, which allowed them time to meet and discuss strategies for student improvement."

"We have a block schedule of English and math classes in the Ninth Grade Restructuring Program. This allows for flexibility in instruction and team teaching."

The Ninth Grade Administrators were asked, *are you going to do anything different for the 1996-97 Grade 9 students when they are in the 10th grade in 1997-98?* Their responses follow:

"Our tenth graders (this year's ninth graders) will not be monitored as closely as they were in the ninth grade due to the fact that we have approximately seven hundred (700) more new ninth graders enrolling in the fall, 1997. However, our current ninth grade teachers have volunteered to share information with the tenth grade teachers on student performance and strategies that were successful for them. We do plan to allow our tenth graders (this year's ninth grader) to still participate in the after-school tutorial program designed for incoming ninth grade students."

"More structured programs for preparation for HSPT."

"Use of the support staff with the 10th graders."

The Ninth Grade Administrators were asked, *what, if any, are your major concerns about the delivery of instruction by your teachers of Grade 9 students?* Their responses follow:

"I find ninth graders have short attention spans. The teachers who are the most successful with our ninth graders have students completed several activities during the course of one hour. When students enter the classroom they have bell work to complete first or they have to write in their journals. Students then participate in some type of classroom discussion, as it relates to vocabulary, literature, history, science, etc.; the teacher leads the discussion, but eventually backs off, allowing students to participate as student leader, engaging students in discussion, as the teacher. Finally, during the course of the same

instructional hour, students are responsible for completing a written assignment related to the discussion. Homework assignment is almost always given to students before they leave the room. This strategy keeps students interested and motivated."

"We must work with existing staff that is aging and more difficult to accept change. The teachers in the program now have been there for two years. However with retirements, transfers, etc., we will have to select replacements from a rather reluctant population."

"Provide students with the opportunities to be actively motivated."

The Ninth Grade Administrators were asked, *what are the reactions of the following stakehoders about the Ninth Grade Restructuring Program?* They responded as follows:

a. students:

"Students appear to be ambivalent about the program. On the one hand, they feel there is a need for the Ninth Grade Restructuring Program, as they struggle and finally admit their insecurities and frustrations about entering high school. They seek us out when they need encouragement, assistance and when they are in trouble. On the other hand, some resent being together all day and want more freedom."

"Basically receptive"

b. teachers:

"Ninth grade teachers generally understand what we are attempting to do with ninth graders and are generally supportive. However, they often seek help when it comes to disciplining our ninth graders. Our new teachers are seeking inservice training to help them do a better job of working with ninth graders."

"Teachers in the program are receptive. Many others do not want to work with ninth graders at all."

c. parents:

"Parents feel there is a real need for the program. Many parents openly say to us, 'that we have our hands full,' but applaud our efforts. I wish we could get more parents involved in home discipline. Parents need to set limits for their children."

"Parents are indifferent."

The Ninth Grade Administrators were asked, *what changes would improve the implementation of the Ninth Grade Restructuring Program?* They responded as follows:

"Since the inception of the program, we have never had the support staff promised for the Ninth Grade Restructuring Program. The program would be much more effective if we had the support services of a social worker, psychologist, and attendance agent, working side-by-side with the ninth grade assistant principal and ninth grade teachers. At the very beginning of this school year we lost our ninth grade counselor to another school, and she was never replaced."

"Parent, teacher, and student orientation during the first week of school."

The Ninth Grade Administrators were asked, *for you what have been the major challenges of the Ninth Grade Restructuring Program?* Their responses follow:

"The major challenges of the Ninth Grade Restructuring has been administering the program without the support staff. Secondly, it takes us almost six to eight weeks of the first semester to settle our ninth graders into a routine that reflects high expectations and a serious, secure, educational environment for them. However, it is indeed a pleasure to see our ninth graders begin to show maturity and growth, as they seek to fit in at Redford High School, and show academic improvement throughout the school year."

"The major challenge was dealing with the possibility of my job being terminated. In June, I was told to report to another school as a department head. This action was rescinded in August. However, problems continued throughout the first semester."

Finally the Ninth Grade Administrators were asked, *what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?* Their responses follow:

"Ninth grade parents were invited to a ninth grade orientation during the very first week of the fall semester. They were asked, via a letter sent home, to accompany their child to school when registration occurred for our new ninth graders (Thursday, August 22, 1996), approximately 248 parents showed up for the orientation. The Ninth Grade Restructuring Program was explained to the parents, as well as ninth grade students, in detail. Program goals and expectations were thoroughly explained to them.

Ninth graders were then dismissed to report to their designated registration rooms to pick-up their schedules. Parents remained in the auditorium for further discussion. Ninth grade parents were invited to ninth grade parent's meeting on two other occasions:

Wednesday, September 4, 1996 - a ninth grade parent's meeting was convened from 5:00 - 6:00 p.m. in V107. thirty (30) ninth grade parents were in attendance.

Tuesday, September 10, 1996 - a ninth grade parent's meeting was convened to share information with parents regarding the Ninth Grade Compact Program. The meeting was conducted from 5:00 - 6:00 p.m. in V107. Thirty-seven (37) parents attended the compact meeting. Many parents called in seeking information and application for the Compact Program, but were unable to attend due to their working schedule."

"Parents still tend to come only where there are discipline problems."

A. **Area C Ninth Grade Restructuring Personnel***

	Number of FTE's 1995-96	Number of FTE's 1996-97
• Ninth grade administrators	3	3
• Counselors	1	1
• Social workers	1	1
• Attendance officers	2	2
• Psychologists	0	0
• Teachers	6	6
• Others:		
(School Service Assistants)	2	2
(Education Technicians)	2	2
(Student Assistants)	2	2

	1995-96	1996-97
B. Total number of teachers teaching only Ninth Grade students	* 35	28
C. Total number of teachers teaching some Ninth Grade students	* 80	54
D. Number of students served as part of Ninth Grade Restructuring	*1405	2075

*These numbers are based on the returned surveys of the Ninth Grade Administrators. Some did not respond to all items of the survey.

The ninth grade administrators were also asked to indicate with "Yes" or "No" if the programs listed below were operational in their schools. Their responses follow:

	Academic Programs	Yes	No	No Response
a.	Organizational Change e.g. School-Within-A-School, flexible scheduling, block-time for a core curriculum area, etc.	2	1	0
b.	Summer Preparation e.g. orientation to high school, study skills, etc.	1	2	0
c.	Before/During/After School Tutorial Programs e.g. indicate if tutors are students, teachers, parents, etc.; what materials are used; what training was involved.	3	0	0
d.	New Experimental Course Offerings e.g. courses offered for the first time in your school, description of courses, etc.	1	2	0
e.	Improve Quality of Instruction e.g. hands-on-activities, cooperative and/or collaborative learning, increased time on task, greater use of test results to modify instruction.	2	1	0
f.	Technology e.g. description of hardware and software used in your school; who is using them; how it is used, etc.	3	0	0
	Support Programs			
a.	Attendance Program e.g. attendance services that go beyond the services now provided addition of an attendance agent, etc.	1	2	0
b.	Counseling Program e.g. counseling services that go beyond the traditional services, of scheduling, discipline and career exploration.	2	1	0
c.	Health Services e.g. addition of a nurse, establishment of health clinic, etc.	0	3	0

ACADEMIC AND SUPPORT PROGRAMS

The ninth grade administrators were asked to select an academic or support program which they found to be successful in their school. Three of the programs follow:

A. NINTH GRADE RESTRUCTURING BLOCK

Need

Describe the needs which substantiate the use of this program.

Test scores in the areas of math and English are very low for the school. Also, this school is unaccredited by the State and we are working to reach summary accreditation.

Objective(s)

State the objective(s) in terms of the amount of improvement for each need.

MEAP/HSPT test scores will improve to the point that current ninth grade students will score sixty-six percent when tested.

Program Description

Please clearly describe the operation of this program. Please emphasize what will be different for the students and teachers.

More time on-task – English and algebra classes are paired and classes meet for sixty-five minutes instead of the normal fifty. Classes are located adjacent to one another and there is no five minute break for class passing.

Staffing

Please indicate the number and classification of the staff needed to implement this program, e.g., teachers, counselors, educational technicians, student assistants, etc.

This program requires enough English and algebra teachers to service the number of ninth graders. We used existing staff for our program.

Evaluation

Please describe what data you will use to determine whether or not your objective(s) have been met.

MEAP test scores
HSPT test scores
Report cards

Professional Development

Please describe the in-service training you provided in terms of content, time to be allotted, and, if known, the trainers.

Teachers were involved in extensive staff development activities which included the following:

1. Testing strategies - 3 ½ hrs.	English Department
2. Conflict Resolution - 3 ½ hrs.	Guidance Department
3. TRUE COLORS - 3 ½ HRS.	Outside consultant
4. Cooperative learning - 14 hrs. (4 sessions)	Area C consultants
5. Using computers - 3 ½ hrs.	Business Department
6. School Improvement Plan - 7 hrs.	Wayne County RESA
7. Hands-On Teaching - 7 hrs.	Alternative Education Department

B. NINTH GRADE SCHOOL-WITHIN-A-SCHOOL PROGRAM

Need

Describe the needs which substantiate the use of this program.

The Ninth Grade School-Within-a-School Program was developed to address the following needs and areas of concern for our ninth grade population:

1. poor academic performance
2. poor standardized test scores
3. poor attendance
4. violation of Student Code of Conduct

Objective(s)

State the objective(s) in terms of the amount of improvement for each need.

Objective 1 - By June, 1996, the percentage of students attaining Category 3 status on the MEAP reading test will increase from 11 percent to 15 percent.

Objective 2 - By June, 1996, the percentage of students attaining Category 4 status on the MEAP mathematics test will increase from 1 percent to 10 percent.

Program Description

Please clearly describe the operation of this program. Please emphasize what will be different for the students and teachers.

The Ninth Grade School-Within-a-School Program was designed to reduce the drop out rate among our ninth grade population. Approximately 150 randomly selected ninth graders are currently enrolled in our School-Within-a-School Project. As with all ninth grade students, these students are housed on the second floor of the Cook Building where they are divided into four teams of 25-30 students. There are four teams of teachers who have the same four teams of students rotated to them everyday (Block Scheduling). The School-Within-a-School concept provides the academic teachers an opportunity to meet during their common preparation periods and to participate in the team teaching process, as desired, in order to plan, develop strategies, and evaluate their student's progress. The eighth grade assessment sheets were also made available to ninth grade teachers to review past academic performance at the middle school level.

The experimental group of 150 ninth graders participated in the following support services:

1. Conflict Resolution Program
2. Male/Female Responsibility Program
3. Summer School Bridging Program
4. Student of the Month Program
5. Ninth Grade Computer Laboratory
6. After School Tutorial Program
7. Ninth Grade Newsletter
8. .Motivational assemblies

Staffing

Please indicate the number and classification of the staff needed to implement this program, e.g., teachers, counselors, educational technicians, student assistants, etc.

(1) Administrator (assistant principal)
(1) Counselor
(1) Social worker
(1) Psychologist
(1) Attendance agent
(4) English teachers
(4) Social studies teachers
(4) Mathematics teachers
(4) Science teachers
(1) Secretary
(1) Computer technician

Evaluation

Please describe what data you will use to determine whether or not your objective(s) have been met.

- Standardized test scores
- Reduction in number of student code violations
- Report cares
- Parent/teacher conferences
- Attendance

Professional Development

Please describe the in-service training you provided in terms of content, time to be allotted, and if know, the trainers.

Five hours of staff development activities were conducted in one-hour departmental meetings on Wednesdays, covering the following curriculum concerns:

1. Curriculum
2. Understanding Authentic Assessment Measures
3. Development of Affective Strategies

PRESENTATION AND ANALYSIS OF PRODUCT DATA
GRADE 9

There are seven (7) product variables presented in this section:

a.	Grade Point Averages (GPA's) (1)	6/1995, 6/1996 and 6/1997
b.	Daily Attendance (1)	6/1995, 6/1996 and 6/1997
c.	Credit hours attempted and earned (2)	6/1995, 6/1996 and 6/1997
d.	Metropolitan Achievement Tests (Reading and Mathematics) (2)	4/1995, 4/1996 and 4/1997
e.	Educational Status of Students (1)	6/1995, 6/1996 and 6/1997

The results are as follows:

NINTH GRADE/
GRADE POINT AVERAGES
June, 1995
(Before the Program)

Table 5 shows that Communication and Media Arts High School (2.5) and Renaissance High School (3.0) have GPA's higher than the Area (1.3) and the District (1.5). Cooley High School (1.1), Ford High School (1.1) and Redford High School (1.0) have lower GPA's than the Area (1.3) and the District (1.5).

TABLE 5

AREA C SCHOOLS NINTH GRADE/
GRADE POINT AVERAGES
1994-95

	School Average		Area Average		District Average	
Name of School	N	GPA	N	GPA	N	GPA
Communication & Media Arts	157*	2.5	3634*	1.3	19,484*	1.5
Cooley High School	661*	1.1	3634*	1.3	19,484*	1.5
Ford High School	1317*	1.1	3634*	1.3	19,484*	1.5
Redford High School	1252*	1.0	3634*	1.3	19,484*	1.5
Renaissance High School	247*	3.0	3634*	1.3	19,484*	1.5

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 6 shows that Communication and Media Arts H.S. (73%) and Renaissance H.S. (91%) have higher percents of students with GPA's of 2.0+ than the Area (29%) and the District (35%). Cooley H.S. (29%) has a similar percent of students with GPA's of 2.0+ as the Area (29%) but lower than the District (35%). The other two schools Ford H.S. (23%) and Redford H.S. (19%) have lower percents of students with GPA's of 2.0+ than the Area (29%) and the District (35%).

TABLE 6

AREA C SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES
1994-95

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Communication & Media Arts	115*	73%	1061*	29%	6832*	35%
Cooley High School	181*	29%	1061*	29%	6832*	35%
Ford High School	300*	23%	1061*	29%	6832*	35%
Redford High School	241*	19%	1061*	29%	6832*	35%
Renaissance High School	224*	91%	1061*	29%	6832*	35%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

NINTH GRADE/GRADE POINT AVERAGES
June, 1996
(First Year Program)

Table 7 shows that Communication and Media Arts H.S. (2.1) and Renaissance H.S. (3.2) have GPA's higher than the Area (1.3) and the District (1.5). Cooley H.S. (1.0), Ford H.S. (1.1) and Redford H.S. (1.2) have lower GPA's than the Area (1.3) and the District (1.5).

TABLE 7

AREA C SCHOOLS NINTH GRADE/ GRADE POINT AVERAGES 1995-96

Name of School	School Average N	School Average GPA	Area Average N	Area Average GPA	District Average N	District Average GPA
Communication & Media Arts	142*	2.1	3352*	1.3	18,332*	1.5
Cooley High School	915*	1.0	3352*	1.3	18,332*	1.5
Ford High School	1055*	1.1	3352*	1.3	18,332*	1.5
Redford High School	1014*	1.2	3352*	1.3	18,332*	1.5
Renaissance High School	226*	3.2	3352*	1.3	18,332*	1.5

*All numbers provided are from the district's data base; difference in totals are as reported in the disaggregated data program.

Table 8 shows that Communication and Media Arts H.S. (58%) and Renaissance H.S. (97%) have higher percents of students with GPA's of 2.0+ than the Area (29%) and the District (36%). Cooley H.S. (23%), Ford H.S. (20%) and Redford H.S. (25%) have lower percents of students with GPA's of 2.0+ than the Area (29%) and the District (36%).

TABLE 8

AREA C SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES
1995-96

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Communications & Media Arts	83*	58%	976*	29%	6684*	36%
Cooley High School	210*	23%	976*	29%	6684*	36%
Ford High School	207*	20%	976*	29%	6684*	36%
Redford High School	257*	25%	976*	29%	6684*	36%
Renaissance High School	219*	97%	976*	29%	6684*	36%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

NINTH GRADE/GRADE POINT AVERAGES
June, 1997
(Second Year Program)

Table 9 shows that Communication and Media Arts H.S. (2.3) and Renaissance H.S. (3.0) have GPA's higher than the Area (1.4) and the District (1.5). Cooley H.S. (1.3), Ford H.S. (1.0) and Redford H.S. (1.2) have lower GPA's than the Area (1.4) and the District (1.5).

TABLE 9

AREA C SCHOOLS NINTH GRADE/ GRADE POINT AVERAGES 1996-97

Name of School	School Average N	School Average GPA	Area Average N	Area Average GPA	District Average N	District Average GPA
Communication & Media Arts	201*	2.3	2921*	1.4	17,553*	1.5
Cooley High School	513*	1.3	2921*	1.4	17,553*	1.5
Ford High School	992*	1.0	2921*	1.4	17,553*	1.5
Redford High School	972*	1.2	2921*	1.4	17,553*	1.5
Renaissance High School	241*	3.0	2921*	1.4	17,553*	1.5

*All numbers provided are from the district's data base; difference in totals are as reported in the disaggregated data program.

Table 10 shows that Communication and Media Arts H.S. (67%) and Renaissance H.S. (93%) have higher percents of students with GPA's of 2.0+ than the Area (32%) and the District (38%). Cooley H.S. (33%), Ford H.S. (18%) and Redford H.S. (24%) have lower percents of students with GPA's of 2.0+ than the Area (32%) and the District (38%).

TABLE 10

AREA C SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES
1996-97

Name of School	School Average		Area Average		District Average	
	N	Percent	N	Percent	N	Percent
Communications & Media Arts	135*	67%	935*	32%	6721*	38%
Cooley High School	168*	33%	935*	32%	6721*	38%
Ford High School	179*	18%	935*	32%	6721*	38%
Redford High School	230*	24%	935*	32%	6721*	38%
Renaissance High School	223*	93%	935*	32%	6721*	38%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

NINTH GRADE/STUDENT DAILY ATTENDANCE
June, 1995
(Before the Program)

Table 11 shows that Communication and Media Arts H.S. (96%), Cooley H.S. (78%) and Renaissance H.S. (96%) have better student daily attendance than the Area and the District (77%). Ford H.S. (76%) and Redford H.S. (72%) have lower student daily attendance than both the Area and the District (77%).

TABLE 11

AREA C SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE
1994-95

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Communication & Media Arts	157*	96%	3634*	77%	19,484*	77%
Cooley High School	661*	78%	3634*	77%	19,484*	77%
Ford High School	1317*	76%	3634*	77%	19,484*	77%
Redford High School	1252*	72%	3634*	77%	19,484*	77%
Renaissance High School	247*	96%	3634*	77%	19,484*	77%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 12 shows that Communication and Media Arts H.S. (96%), Renaissance H.S. (90%) and Cooley H.S. (30%)have higher percents of students with daily attendance of 92%+ than the Area (27%) and the District (26%). Ford H.S. (19%) and Redford H.S. (14%) have lower percents of students with daily attendance of 92%+ than both the Area (27%) and the District (26%).

TABLE 12

AREA C SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE
1994-95

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Communication & Media Arts	137*	96%	988*	27%	5124*	26%
Cooley High School	200*	30%	988*	27%	5124*	26%
Ford High School	251*	19%	988*	27%	5124*	26%
Redford High School	174*	14%	988*	27%	5124*	26%
Renaissance High School	223*	90%	988*	27%	5124*	26%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

NINTH GRADE/STUDENT DAILY ATTENDANCE
June, 1996
(First Year Program)

Table 13 shows that the student average daily attendance for Communication and Media Arts H.S. (96%) and Renaissance H.S. (96%) have better student daily attendance than the Area (75%) and the District (77%). Cooley H.S. (71%) and Redford H.S. (69%) have lower student daily attendance than the Area (75%) and the District (77%). Ford H.S. (77%) has higher student daily attendance than the Area (75%) but the same as the District (77%).

TABLE 13

AREA C SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE
1995-96

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Communication & Media Arts	142*	96%	3352*	75%	18,332*	77%
Cooley High School	915*	71%	3352*	75%	18,332*	77%
Ford High School	1055*	77%	3352*	75%	18,332*	77%
Redford High School	1014*	69%	3352*	75%	18,332*	77%
Renaissance High School	226*	96%	3352*	75%	18,332*	77%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 14 shows that Communication and Media Arts H.S. (90%) and Renaissance H.S. (93%) have higher percents of students with daily attendance of 92%+ than the Area (26%) and the District (27%). Cooley H.S. (23%), Ford H.S. (21%) and Redford H.S. (11%) have lower percents of students with daily attendance of 92%+ than the Area (26%) and the District (27%).

TABLE 14

AREA C SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE
1995-96

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Communication & Media Arts	128*	90%	879*	26%	5015*	27%
Cooley High School	209*	23%	879*	26%	5015*	27%
Ford High School	222*	21%	879*	26%	5015*	27%
Redford High School	110*	11%	879*	26%	5015*	27%
Renaissance High School	210*	93%	879*	26%	5015*	27%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

NINTH GRADE
STUDENT DAILY ATTENDANCE
June, 1997
(Second Year Program)

Table 15 shows that the student average daily attendance for Communication and Media Arts H.S. (97%), Renaissance H.S. (96%), and Cooley H.S. (80%) have better student daily attendance than the Area (79%) and the District (78%). Redford H.S. (74%) and Ford H.S. (75%) have lower student daily attendance than the Area (79%) and the District (78%).

TABLE 15

AREA C SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE
1996-97

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Communication & Media Arts	201*	97%	2921*	79%	17,553*	78%
Cooley High School	513*	80%	2921*	79%	17,553*	78%
Ford High School	992*	75%	2921*	79%	17,553*	78%
Redford High School	972*	74%	2921*	79%	17,553*	78%
Renaissance High School	241*	96%	2921*	79%	17,553*	78%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 16 shows that Communication and Media Arts H.S. (92%), Renaissance H.S. (91%), and Cooley H.S. (37%) have higher percents of students with daily attendance of 92%+ than the Area (30%) and the District (29%). Ford H.S. (15%) and Redford H.S. (13%) have lower percents of students with daily attendance of 92%+ than the Area (30%) and the District (29%).

TABLE 16

AREA C SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE
1996-97

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Communication & Media Arts	185*	92%	873*	30%	5024*	29%
Cooley High School	192*	37%	873*	30%	5024*	29%
Ford High School	153*	15%	873*	30%	5024*	29%
Redford High School	123*	13%	873*	30%	5024*	29%
Renaissance High School	219*	91%	873*	30%	5024*	29%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

CREDIT HOURS ATTEMPTED AND EARNED
June, 1995
(Before the Program)

Data in Table 17 show that the Area C schools' attempted credit hours average is 49.3; the earned Area C credit hours average is 28.8 a difference of 20.5 credit hours. Communication and Media Arts H.S. and Renaissance H.S. are above the Area and the District averages for attempted and earned credit hours. Ford H.S. and Redford H.S. are below the Area and the District attempted and earned credit hours. Cooley H.S. is above the Area and the District for attempted credit hours but below for earned credit hours.

TABLE 17

AREA C SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/ NINTH GRADE
June, 1994-95

	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
Name of School	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Communications & Media Arts	161*	57.8	55.3	3819*	49.3	28.8	20,622*	48.5	32.8
Cooley High School	760*	52.5	26.3	3819*	49.3	28.8	20,622*	48.5	32.8
Ford High School	1349*	47.1	25.1	3819*	49.3	28.8	20,622*	48.5	32.8
Redford High School	1299*	45.5	24.1	3819*	49.3	28.8	20,622*	48.5	32.8
Renaissance High School	250*	66.9	64.4	3819*	49.3	28.8	20,622*	47.5	32.8

*All numbers provided are from the district's data base; differences in totals includes all the 9 grade students in the school, the Area and the District.

CREDIT HOURS ATTEMPTED AND EARNED
June, 1996
(First Year Program)

Data in Table 18 show that the Area C schools' attempted credit hours average is 50.7; the earned credit hours average is 29.4 a difference of 21.3 credit hours. Communication and Media Arts H.S. and Renaissance H.S. are above the Area and the District averages attempted and earned credit hours. Cooley H.S. and Redford H.S. are below the Area and District averages attempted and earned. Ford H.S. is higher than the attempted Area and District but lower than the earned Area and District.

TABLE 18

AREA C SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/ NINTH GRADE
June, 1995-96

	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
Name of School	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Communications & Media Arts	143*	58.8	58.9	3534*	50.7	29.4	19,227*	49.7	34.4
Cooley High School	1051*	42.2	18.8	3534*	50.7	29.4	19,227*	49.7	34.4
Ford High School	1062*	52.9	26.9	3534*	50.7	29.4	19,227*	49.7	34.4
Redford High School	1052*	48.9	29.0	3534*	50.7	29.4	19,227*	49.7	34.4
Renaissance High School	226*	68.4	67.3	3534*	50.7	29.4	19,227*	49.7	34.4

*All numbers provided are from the district's data base; differences in totals includes all the 9 grade students in the school, the Area and the District.

CREDIT HOURS ATTEMPTED AND EARNED
June, 1997
(Second Year Program)

Data in Table 19 show that the Area C schools' attempted credit hours average is 47.4; the earned credit hours average is 43.8 a difference of 3.6 credit hours. Ford H.S. and Renaissance H.S. are above the Area and the District averages attempted and earned credit hours. Cooley H.S., Redford H.S., and Communication and Media Arts H.S. are below the Area and District averages attempted and earned.

TABLE 19

AREA C SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/ NINTH GRADE
June, 1996-97

	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
Name of School	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Communications & Media Arts	201*	44.0	43.2	2919*	47.4	43.8	17,272	49.7	46.9
Cooley High School	513*	31.0	28.3	2919*	47.4	43.8	17,272	49.7	46.9
Ford High School	992*	53.1	47.6	2919*	47.4	43.8	17,272	49.7	46.9
Redford High School	972*	45.1	41.9	2919*	47.4	43.8	17,272	49.7	46.9
Renaissance High School	241*	69.3	68.9	2919*	47.4	43.8	17,272	49.7	46.9

*All numbers provided are from the district's data base; differences in totals includes all the 9 grade students in the school, the Area and the District.

METROPOLITAN ACHIEVEMENT TESTS
April, 1995
(Before the Program)

Data in Table 20 show that the Area's mean Normal Curve Equivalent (NCE) for reading is 35.9, the District's mean NCE is 36.5 and the National mean NCE is 50.0. Communication and Media Arts H.S. (49.1) and Renaissance H.S. (59.9) are above the Area mean NCE (35.9) and the District mean NCE (36.5). Renaissance H.S. is also above the National mean of (50.0). Cooley H.S. (28.6), Ford H.S. (32.9) and Redford H.S. (28.1) are below the Area's mean NCE (35.9), the District's mean NCE (36.5) and the National mean NCE (50.0).

TABLE 20

AREA C SCHOOLS NINTH GRADE/ METROPOLITAN ACHIEVEMENT TEST (READING) April, 1994-95

	N	Mean NCE	GME*
Area	1696**	35.9	7.3
District	9066**	36.5	7.6
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Communication and Media Arts	147**	49.1	9.7
Cooley High School	301**	28.6	6.3
Ford High School	537**	32.9	6.8
Redford High School	480**	28.1	6.3
Renaissance High School	231**	59.9	11.1

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

Data in Table 21 show that the Area's mean NCE for mathematics is 39.2 and the National mean NCE scores 50.0. Renaissance H.S. (70.0) is higher than the Area's mean NCE (39.6), the District's mean NCE (39.2) and the National mean NCE (50.0). Cooley H.S. (29.9), Ford H.S. (36.7) and Redford H.S. (32.6) are below the Area's mean NCE (39.6), the District's mean NCE (39.2) and the National mean NCE (50.0). Communication and Media Arts H.S. (43.9) is above the Area's mean NCE (39.6), the District's mean NCE (39.2) but below the National mean NCE (50.0).

TABLE 21

AREA C SCHOOLS NINTH GRADE/
METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)
April, 1994-95

	N	Mean NCE	GME*
Area	1696**	39.6	7.6
District	9009**	39.2	7.5
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Communication and Media Arts	146**	43.9	8.1
Cooley High School	300**	29.9	6.4
Ford High School	543**	36.7	6.8
Redford High School	462**	32.6	6.6
Renaissance High School	232**	70.0	12.0+

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

METROPOLITAN ACHIEVEMENT TESTS
March, 1996
(First Year Program)

Data in Table 22 show that the Area's mean NCE for reading is 37.7; the District's mean NCE is 36.9 and the National mean NCE is 50.0. Renaissance H.S. (66.5) has a higher NCE than the Area's mean NCE (37.7); the District's mean NCE (36.9) and the National mean NCE (50.0). Cooley H.S. (28.5) and Redford H.S. (31.2) are lower than the Area's mean NCE (37.7); the District's mean NCE (36.9) and the National mean NCE (50.0). Ford H.S. (38.2) has higher NCE than the Area's (37.7) and the District's (36.9) but lower NCE than the National mean (50.0).

TABLE 22

AREA C SCHOOLS NINTH GRADE/ METROPOLITAN ACHIEVEMENT TEST (READING) March, 1995-96

	N	Mean NCE	GME*
Area	1215**	37.7	7.7
District	9003**	36.9	7.7
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Communication and Media Arts	125**	47.8	9.5
Cooley High School	306**	28.5	6.4
Ford High School	166**	38.2	9.8
Redford High School	403**	31.2	6.6
Renaissance High School	215**	66.5	12.0+

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

Data in Table 23 show that the Area's mean NCE for mathematics is 41.2; the District's mean NCE 40.1 and the National mean NCE is 50.0. Renaissance H.S. mean NCE (72.8) is higher than the Area's mean NCE (41.2); the District's mean NCE (40.1) and National mean NCE (50.0). Communication and Media Arts H.S. mean NCE (46.7) is higher than the Area's mean NCE (41.2) and the District's mean NCE (40.1) but lower than the National mean NCE (50.0). Cooley H.S. (32.7), Ford H.S. (42.1) and Redford H.S. (33.3) are below the Area's mean NCE (41.2), the District's mean NCE (40.1) and the National mean NCE (50.0).

TABLE 23

AREA C SCHOOLS NINTH GRADE/
METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)
April, 1995-96

	N	Mean NCE	GME*
Area	1195**	41.2	7.8
District	8971**	40.1	7.6
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Communication and Media Arts	127**	46.7	8.7
Cooley High School	297**	32.7	6.7
Ford High School	154**	42.1	10.6
Redford High School	403**	33.3	6.7
Renaissance High School	214**	72.8	12.0+

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

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METROPOLITAN ACHIEVEMENT TESTS
April, 1997
(Second Year Program)

Data in Table 24 show that the Area's mean NCE for reading is 37.2; the District's mean NCE is 36.9 and the National mean NCE is 50.0. Renaissance H.S. (63.6) has a higher NCE than the Area's mean NCE (37.2); the District's mean NCE (36.9) and the National mean NCE (50.0). Ford H.S. (33.3), Cooley H.S. (26.4) and Redford H.S. (29.4) are lower than the Area's mean NCE (37.7); the District's mean NCE (36.9) and the National mean NCE (50.0). Communication and Media Arts (49.1) has a higher NCE than the Area's mean NCE (37.7) and the District's mean NCE (36.9).

TABLE 24

AREA C SCHOOLS NINTH GRADE/
METROPOLITAN ACHIEVEMENT TEST (READING)
April, 1996-97

	N	Mean NCE	GME*
Area	1379**	37.7	7.7
District	8613**	36.9	7.1
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Communication and Media Arts	97**	49.1	9.6
Cooley High School	240**	26.4	6.1
Ford High School	395**	33.3	6.8
Redford High School	418**	29.4	6.5
Renaissance High School	237**	63.6	PHS***

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.
*** Post High School

Data in Table 25 show that the Area's mean NCE for mathematics is 41.5; the District's mean NCE 40.0 and the National mean NCE is 50.0. Renaissance H.S. mean NCE (72.6) is higher than the Area's mean NCE (41.5); the District's mean NCE (40.0) and National mean NCE (50.0). Cooley H.S. (29.8), Ford H.S. (37.0) and Redford H.S. (33.2) are below the Area's mean NCE (41.5), the District's mean NCE (40.0) and the National mean NCE (50.0). Communication and Media Arts H.S. (49.2) is higher than the Area and District but lower than the National mean.

TABLE 25

AREA C SCHOOLS NINTH GRADE/
METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)
April, 1996-97

	N	Mean NCE	GME*
Area	1393**	41.5	7.8
District	8648**	40.0	7.6
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Communication and Media Arts	97**	49.2	9.8
Cooley High School	240**	29.8	6.4
Ford High School	406**	37.0	6.9
Redford High School	418**	33.2	6.7
Renaissance High School	237**	72.6	PHS***

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.
*** Post High School

NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1995
(Before the Program)

Table 26 shows the number and percent of incoming 9th grade students leaving school. Cooley H.S. (26.39), Communication and Media Arts H.S. (9.10), and Renaissance H.S. (6.76) have lower percents of incoming 9th grade students leaving school than the Area (26.43) and the District (27.10). Ford H.S. (28.99) and Redford H.S. (34.20) have higher percents of incoming 9th grade students leaving school than the Area (26.43) and the District (27.10).

TABLE 26

AREA C SCHOOLS WITH INCOMING NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1994-95

Name of School	School			Area			District		
	Number Left**	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Cooley High School	115	436	26.39	596	2255	26.43	3411	12,585	27.10
Communication and Media Arts	14	154	9.10	596	2255	26.43	3411	12,585	27.10
Ford High School	183	632	28.99	596	2255	26.43	3411	12,585	27.10
Redford High School	267	781	34.20	596	2255	26.43	3411	12,585	27.10
Renaissance High School	17	252	6.76	596	2255	26.43	3411	12,585	27.10

*Students leaving school/District refers to the students who left the school or district. There are two categories of these students: a. Students who continued their education in another school system or attended night school. b. Students who discontinued their schooling. The reasons stated are as follow:

a. Continued Education: night school, transferred to another public school and transferred to other states/countries.

b. Discontinued Education: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary).

**"Number Left" includes all students who left school as indicated in the (a) and (b) categories above.
See Appendices B-G - Reasons for leaving school listed by school (1995-97)

NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1996
(First Year Program)

Table 27 shows the number and percent of incoming 9th grade students leaving school. Communication and Media Arts H.S. (2.04), Ford H.S. (16.48), Renaissance H.S. (5.29) have lower percents of incoming 9th grade students leaving school than the Area (17.99) and the District (17.34). Cooley H.S. (22.38), Redford H.S. (23.89) and Other Schools (62.50) have higher percents of incoming 9th grade students leaving school than the Area (17.99) and the District (17.34).

TABLE 27

AREA C SCHOOLS WITH INCOMING NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1995-96

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Cooley High School	102	456	22.38	363	2017	17.99	2110	12,167	17.34
Communication and Media Arts	3	147	2.04	363	2017	17.99	2110	12,167	17.34
Ford High School	91	552	16.48	363	2017	17.99	2110	12,167	17.34
Redford High School	150	628	23.89	363	2017	17.99	2110	12,167	17.34
Renaissance High School	12	226	5.29	363	2017	17.99	2110	12,167	17.34
Other Schools	5	8	62.50	363	2017	17.99	2110	12,167	17.34

*See Appendix C for specific reasons leaving school - by school (1996)

NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1997
(Second Year Program)

Table 28 shows the number and percent of incoming 9th grade students leaving school. Communication and Media Arts H.S. (5.47) and Renaissance H.S. (6.94) have lower percents of incoming 9th grade students leaving school than the Area (10.89) and the District (8.78). Cooley H.S. (9.15) and Redford H.S. (9.75) have lower percents of incoming 9th grade students leaving school than the Area (10.89) but higher than the District (8.78). Ford H.S. (16.58) has higher percents of incoming 9th grade students leaving school than the Area (10.89) and the District (8.78).

TABLE 28

AREA C SCHOOLS WITH INCOMING NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1996-97

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Cooley High School	28	306	9.15	191	1754	10.89	994	11,324	8.78
Communication and Media Arts	7	128	5.47	191	1754	10.89	994	11,324	8.78
Ford High School	83	501	16.58	191	1754	10.89	994	11,324	8.78
Redford High School	56	574	9.75	191	1754	10.89	994	11,324	8.78
Renaissance High School	17	245	6.94	191	1754	10.89	994	11,324	8.78

*See Appendix D for specific reasons leaving school - by school (1997)

NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
1995
(Before the Program)

Table 29 shows the number and percent of incoming 9th grade students leaving school. Communication and Media Arts H.S. (0.00), Ford H.S. (50.44), Redford H.S. (50.19) and Renaissance H.S. (0.00) have lower percents of incoming 9th grade students leaving school than the Area (51.50) and the District (57.85). Cooley H.S. (60.53) has higher percents of incoming 9th grade students leaving school than the Area (51.50) and the District (57.85).

TABLE 29

AREA C SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
June, 1994-95

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Cooley High School	89	147	60.53	632	1227	51.50	3204	5538	57.85
Communication and Media Arts	0	0	0.00	632	1227	51.50	3204	5538	57.85
Ford High School	284	563	50.44	632	1227	51.50	3204	5538	57.85
Redford High School	259	517	50.19	632	1227	51.50	3204	5538	57.85
Renaissance High School	0	0	0.00	632	1227	51.50	3204	5538	57.85

*See Appendix E for specific reasons leaving school - by school (1995)

NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
1996
(First Year Program)

Table 30 shows the number and percent of incoming 9th grade students leaving school. Cooley H.S. (32.10), Communication and Media Arts H.S. (0.00), Ford H.S. (29.98) and Renaissance H.S. (0.00) have lower percents of incoming 9th grade students leaving school than the Area (34.87) and the District (45.92). Redford H.S. (43.12) has higher percents of incoming 9th grade students leaving school than the Area (34.87) but lower than the District (45.92).

TABLE 30

AREA C SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
June, 1995-96

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Cooley High School	155	484	32.10	459	1316	34.87	2575	5607	45.92
Communication and Media Arts	0	0	0.00	459	1316	34.87	2575	5607	45.92
Ford High School	125	417	29.98	459	1316	34.87	2575	5607	45.92
Redford High School	179	415	43.12	459	1316	34.87	2575	5607	45.92
Renaissance High School	0	0	0.00	459	1316	34.87	2575	5607	45.92

*See Appendix F for specific reasons leaving school - by school (1996)

NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
1997
(Second Year Program)

Table 31 shows the number and percent of incoming 9th grade students leaving school. Cooley H.S. (21.08), Communication and Media Arts H.S. (20.00) and Renaissance H.S. (0.00) have lower percents of incoming 9th grade students leaving school than the Area (25.05) and the District (22.92). Redford H.S. (23.66) has lower percents of incoming 9th grade students leaving school than the Area (25.05) but higher than the District (22.92). Ford H.S. (26.98) has higher percent of incoming 9th grade students leaving school than the Area (25.05) and the District (22.92).

TABLE 31

AREA C SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
June, 1996-97

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Cooley High School	27	128	21.08	248	990	25.05	1136	4957	22.92
Communication and Media Arts	1	5	20.00	248	990	25.05	1136	4957	22.92
Ford High School	139	515	26.98	248	990	25.05	1136	4957	22.92
Redford High School	81	342	23.66	248	990	25.05	1136	4957	22.92
Renaissance High School	0	0	0.00	248	990	25.05	1136	4957	22.92

*See Appendix G for specific reasons leaving school - by school (1997)

TABLE 32

AREA C SCHOOLS WITH INCOMING NINTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1995

(Before the Program)

Table 32 shows that there were 2255 students who were enrolled in Area C schools during the 1994-95 school year. Five hundred ninety-six (596) students (26.43%) left school during the school year. One hundred seventy-eight (178) students (7.89%) continued their education in night school or in another school system. Four hundred eighteen (418) students (18.54%) discontinued their education during the 1994-95 school year. However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	23	2255	1.02	275	12,585	2.18
b. Transfer to a Michigan School	116	2255	5.14	600	12,585	4.77
c. Transfer to Other States/Countries	39	2255	1.73	235	12,585	1.87
Subtotal	178		7.89	1110		8.82
Group B: Discontinued School						
d. Non-Return	174	2255	7.72	824	12,585	6.55
e. Suspended	2	2255	0.89	71	12,585	0.56
f. Lost to Institutions	0	2255	0.00	50	12,585	0.40
g. Moved/Cannot Locate	136	2255	6.03	669	12,585	5.32
h. Overage	66	2255	2.93	388	12,585	3.08
i. Other (Voluntary)	40	2255	1.77	299	12,585	2.39
Subtotal	418		18.54	2301		18.28
Grand Total	596		26.43	3411		27.10

*See Appendix B for individual schools (1995)

TABLE 33

AREA C SCHOOLS WITH INCOMING NINTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1996

(First Year Program)

Table 33 shows that there were 2017 students who were enrolled in Area C schools during the 1995-96 school year. Three hundred sixty-three (363) students (17.99%) left school during the school year. One hundred forty-three (143) students (7.09%) continued their education in night school or another public school district. Two hundred twenty (220) students (10.90%) discontinued their education during the 1995-96 school year. However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	4	2017	0.20	117	12,167	0.96
b. Transfer to a Michigan School	119	2017	5.90	425	12,167	3.49
c. Transfer to Other States/Countries	20	2017	0.99	145	12,167	1.19
Subtotal	143		7.09	687		5.64
Group B: Discontinued School						
d. Non-Return	118	2017	5.85	729	12,167	5.99
e. Suspended	0	2017	0.00	23	12,167	0.19
f. Lost to Institutions	1	2017	0.05	4	12,167	0.03
g. Moved/Cannot Locate	66	2017	3.27	378	12,167	3.11
h. Overage	18	2017	0.89	124	12,167	1.02
i. Other (Voluntary)	17	2017	0.84	165	12,167	1.36
Subtotal	220		10.90	1423		11.70
Grand Total	363		17.99	2110		17.34

*See Appendix C for individual schools (1996)

TABLE 34

AREA C SCHOOLS WITH INCOMING NINTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1997

(Second Year Program)

Table 34 shows that there were 1754 students who were enrolled in Area C schools during the 1996-97 school year. One hundred ninety-one (191) students (10.89%) left school during the school year. Sixty-one (61) students (3.48%) continued their education in night school or another public school district. One hundred thirty (130) students (7.41%) discontinued their education during the 1996-97 school year. However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	3	1754	0.17	40	11,324	0.35
b. Transfer to a Michigan School	46	1754	2.62	279	11,324	2.47
c. Transfer to Other States/Countries	12	1754	0.69	93	11,324	0.82
Subtotal	61		3.48	412		3.64
Group B: Discontinued School						
d. Non-Return	64	1754	3.65	164	11,324	1.45
e. Suspended	0	1754	0.00	4	11,324	0.03
f. Lost to Institutions	1	1754	0.06	7	11,324	0.06
g. Moved/Cannot Locate	55	1754	3.13	274	11,324	2.42
h. Overage	1	1754	0.06	60	11,324	0.53
i. Other (Voluntary)	9	1754	0.51	73	11,324	0.65
Subtotal	130		7.41	582		5.14
Grand Total	191		10.89	994		8.78

*See Appendix D for individual schools (1997)

TABLE 35

AREA C SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1995

(Before the Program)

Table 35 shows that there were 1227 students who didn't have enough credit hours to be classified as 10th graders and they were repeating all or some of the courses. Six hundred thirty-two (632) students (51.50%) left school during the school year. One hundred thirty-five (135) students (11.00%) continued their education in night school or another public school district. Four hundred ninety-seven (497) students (40.50%) discontinued their education during the 1994-95 school year. However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	43	1227	3.50	488	5538	8.81
b. Transfer to a Michigan School	79	1227	6.44	269	5538	4.86
c. Transfer to Other States/Countries	13	1227	1.06	77	5538	1.39
Subtotal	135		11.00	834		15.06
Group B: Discontinued School						
d. Non-Return	129	1227	10.51	567	5538	10.24
e. Suspended	0	1227	0.00	111	5538	2.00
f. Lost to Institutions	0	1227	0.00	27	5538	0.49
g. Moved/Cannot Locate	131	1227	10.68	710	5538	12.82
h. Overage	196	1227	15.97	701	5538	12.65
i. Other (Voluntary)	41	1227	3.34	254	5538	4.59
Subtotal	497		40.50	2370		42.79
Grand Total	632		51.50	3204		57.85

*See Appendix E for individual schools (1995)

TABLE 36

AREA C SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1996

(First Year Program)

Table 36 shows that there were 1316 students who didn't have enough credit hours to be classified as 10th graders and they were repeating all or some of the courses. Four hundred fifty-nine (459) students (34.87%) left school during the school year. One hundred thirty-three (133) students (10.10%) continued their education in night school or another public school district. Three hundred twenty-six (326) students (24.77%) discontinued their education during the 1995-96 school year. However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	30	1316	2.28	304	5607	5.42
b. Transfer to a Michigan School	96	1316	7.29	273	5607	4.87
c. Transfer to Other States/Countries	7	1316	0.53	51	5607	0.91
Subtotal	133		10.10	628		11.20
Group B: Discontinued School						
d. Non-Return	154	1316	11.70	826	5607	14.73
e. Suspended	0	1316	0.00	20	5607	0.36
f. Lost to Institutions	0	1316	0.00	11	5607	0.20
g. Moved/Cannot Locate	81	1316	6.15	545	5607	9.72
h. Overage	75	1316	5.70	370	5607	6.60
i. Other (Voluntary)	16	1316	1.22	175	5607	3.12
Subtotal	326		24.77	1947		34.62
Grand Total	459		34.87	2575		45.92

*See Appendix F for individual schools (1996)

TABLE 37

AREA C SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1997

(Second Year Program)

Table 37 shows that there were 990 students who didn't have enough credit hours to be classified as 10th graders and they were repeating all or some of the courses. Two hundred forty-eight (248) students (25.05%) left school during the school year. Thirty-three (33) students (3.33%) continued their education in night school or another public school district. Two hundred fifteen (215) students (21.72%) discontinued their education during the 1996-97 school year. However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	4	990	0.40	110	4957	2.22
b. Transfer to a Michigan School	23	990	2.32	169	4957	3.41
c. Transfer to Other States/Countries	6	990	0.61	42	4957	0.85
Subtotal	33		3.33	321		6.48
Group B: Discontinued School						
d. Non-Return	111	990	11.21	223	4957	4.50
e. Suspended	0	990	0.00	6	4957	0.12
f. Lost to Institutions	1	990	0.10	9	4957	0.18
g. Moved/Cannot Locate	78	990	7.88	339	4957	6.84
h. Overage	11	990	1.11	158	4957	3.19
i. Other (Voluntary)	14	990	1.41	80	4957	1.61
Subtotal	215		21.72	815		16.44
Grand Total	248		25.05	1136		22.92

*See Appendix G for individual schools (1997)

PRESENTATION AND ANALYSIS OF PRODUCT DATA
GRADE 10

There are seven (7) product variables presented in this section:

a.	Grade Point Averages (GPA's) (1)	6/1996 and 6/1997
b.	Daily Attendance (1)	6/1996 and 6/1997
c.	Credit hours attempted and earned (2)	6/1996 and 6/1997
d.	Metropolitan Achievement Tests (Reading and Mathematics) (2)	4/1996 and 4/1997
e.	Educational Status of Students (1)	6/1996 and 6/1997

The results are as follows:

TENTH GRADE/GRADE POINT AVERAGES
June, 1996
(Not exposed to the Ninth Grade Restructuring)

Table 38 shows that Communication and Media Arts High School (2.6) and Renaissance High School (3.0) have GPA's higher than the Area (1.7) and the District (1.8). Cooley High School (1.2), Ford High School (1.6) and Redford High School (1.5) have lower GPA's than the Area (1.7) and the District (1.8).

TABLE 38

AREA C SCHOOLS TENTH GRADE/ GRADE POINT AVERAGES 1995-96

Name of School	School Averag N	GPA	Area Average N	GPA	District Average N	GPA
Communication & Media Arts	148*	2.6	2019*	1.7	11,286*	1.8
Cooley High School	376*	1.2	2019*	1.7	11,286*	1.8
Ford High School	581*	1.6	2019*	1.7	11,286*	1.8
Redford High School	680*	1.5	2019*	1.7	11,286*	1.8
Renaissance High School	234*	3.0	2019*	1.7	11,286*	1.8

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 39 shows that Communication and Media Arts H.S. (79%) and Renaissance H.S. (96%) have higher percents of students with GPA's of 2.0+ than the Area (46%) and the District (49%). Cooley H.S. (30%), Ford H.S. (41%) and Redford H.S. (36%) have lower percents of students with GPA's of 2.0+ than the Area (46%) and the District (49%).

TABLE 39

AREA C HIGH SCHOOLS TENTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES
1995-96

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Communication & Media Arts	117*	79%	938*	46%	5477*	49%
Cooley High School	114*	30%	938*	46%	5477*	49%
Ford High School	238*	41%	938*	46%	5477*	49%
Redford High School	245*	36%	938*	46%	5477*	49%
Renaissance High School	224*	96%	938*	46%	5477*	49%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

TENTH GRADE/GRADE POINT AVERAGES
June, 1997
(Exposed to the Ninth Grade Restructuring)

Table 40 shows that Communication and Media Arts H.S. (2.3) and Renaissance H.S. (3.0) have GPA's higher than the Area (1.4) and the District (1.8). Cooley H.S. (1.3), Ford H.S. (1.0) and Redford H.S. (1.2) have lower GPA's than the Area (1.4) and the District (1.8).

TABLE 40

AREA C HIGH SCHOOLS TENTH GRADE/ GRADE POINT AVERAGES 1996-97

	School Averag		Area Average		District Average	
Name of School	N	GPA	N	GPA	N	GPA
Communication & Media Arts	201*	2.3	2921*	1.4	11,013*	1.8
Cooley High School	513*	1.3	2921*	1.4	11,013*	1.8
Ford High School	992*	1.0	2921*	1.4	11,013*	1.8
Redford High School	972*	1.2	2921*	1.4	11,013*	1.8
Renaissance High School	241*	3.0	2921*	1.4	11,013*	1.8

*All numbers provided are from the district's data base; difference in totals are as reported in the disaggregated data program.

Table 41 shows that Communication and Media Arts H.S. (67%) and Renaissance H.S. (93%) have higher percents of students with GPA's of 2.0+ than the Area (32%) and the District (49%). Cooley H.S. (33%), Ford H.S. (18%) and Redford H.S. (12%) have lower percents of students with GPA's of 2.0+ than the Area (32%) and the District (49%).

TABLE 41

AREA C HIGH SCHOOLS TENTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES
1996-97

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Communication & Media Arts	135*	67%	935*	32%	5420*	49%
Cooley High School	168*	33%	935*	32%	5420*	49%
Ford High School	179*	18%	935*	32%	5420*	49%
Redford High School	972*	12%	935*	32%	5420*	49%
Renaissance High School	223*	93%	935*	32%	5420*	49%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

TENTH GRADE/STUDENT DAILY ATTENDANCE
June, 1996
(Not exposed the Ninth Grade Restructuring)

Table 42 shows that Communication and Media Arts H.S. (95%), Ford H.S. (82%) and Renaissance H.S. (95%) have better student daily attendance than the Area and the District (80%). Redford H.S. (75%) and Cooley H.S. (74%) have lower student daily attendance than both the Area and the District (80%).

TABLE 42

AREA C HIGH SCHOOLS TENTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE
1995-96

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Communication & Media Arts	148*	95%	2019*	80%	11,286*	80%
Cooley High School	376*	74%	2019*	80%	11,286*	80%
Ford High School	581*	82%	2019*	80%	11,286*	80%
Redford High School	680*	75%	2019*	80%	11,286*	80%
Renaissance High School	234*	95%	2019*	80%	11,286*	80%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 43 shows that Communication and Media Arts H.S. (82%) and Renaissance H.S. (88%) have higher percents of students with daily attendance of 92%+ than the Area (36%) and the District (29%). Redford H.S. (17%) has lower percents of students with daily attendance of 92%+ than both the Area (36%) and the District (29%). Cooley H.S. (30%) and Ford H.S. (30%) have higher percents of students with daily attendance of 92%+ than the District (29%) but lower than the Area (36%).

TABLE 43

AREA C HIGH SCHOOLS TENTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE
1995-96

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Communication & Media Arts	122*	82%	726*	36%	3267*	29%
Cooley High School	112*	30%	726*	36%	3267*	29%
Ford High School	172*	30%	726*	36%	3267*	29%
Redford High School	115*	17%	726*	36%	3267*	29%
Renaissance High School	205*	88%	726*	36%	3267*	29%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

TENTH GRADE/STUDENT DAILY ATTENDANCE
June, 1997
(Exposed to the Ninth Grade Restructuring)

Table 44 shows that the student average daily attendance for Communication and Media Arts H.S. (96%) and Renaissance H.S. (94%) have better student daily attendance than the Area (81%) and the District (80%). Cooley H.S. (78%), Redford H.S. (77%) and Ford H.S. (79%) have lower student daily attendance than the Area (81%) and the District (80).

TABLE 44

AREA C HIGH SCHOOLS TENTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE
1996-97

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Communication & Media Arts	135*	96%	1887*	81%	11,013*	80%
Cooley High School	444*	78%	1887*	81%	11,013*	80%
Ford High School	564*	79%	1887*	81%	11,013*	80%
Redford High School	535*	77%	1887*	81%	11,013*	80%
Renaissance High School	209*	94%	1887*	81%	11,013*	80%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 45 shows that Communication and Media Arts H.S. (87%) and Renaissance H.S. (83%) have higher percents of students with daily attendance of 92%+ than the Area (35%) and the District (29%). Cooley H.S. (35%) has the same percents of students with daily attendance of 92%+ as the Area (35%) but higher than the District (29%). Ford H.S. (23%) and Redford H.S. (15%) have lower percents of students with daily attendance of 92%+ than the Area (35%) and the District (29%).

TABLE 45

AREA C HIGH SCHOOLS TENTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE
1996-97

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Communication & Media Arts	118*	87%	656*	35%	3207*	29%
Cooley High School	154*	35%	656*	35%	3207*	29%
Ford High School	129*	23%	656*	35%	3207*	29%
Redford High School	81*	15%	656*	35%	3207*	29%
Renaissance High School	174*	83%	656*	35%	3207*	29%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

CREDIT HOURS ATTEMPTED AND EARNED
June, 1996
(Not exposed to the Ninth Grade Restructuring)

Data in Table 46 show that the Area C schools' attempted credit hours average is 46.4; the earned Area C credit hours average is 44.8 a difference of 1.6 credit hours. Communication and Media Arts H.S. and Renaissance H.S. are above the Area and the District averages for attempted and earned credit hours. Ford H.S. and Redford H.S. are above the Area and the District attempted and earned credit hours. Cooley H.S. is below the Area and the District for attempted credit hours but below for earned credit hours.

TABLE 46

AREA C HIGH SCHOOLS TENTH GRADE/ CREDIT HOURS ATTEMPTED AND EARNED June, 1995-96

	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
Name of School	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Communications & Media Arts	147*	60.2	59.7	2027*	46.4	44.8	11,326*	51.8	48.7
Cooley High School	380*	29.2	26.6	2027*	46.4	44.8	11,326*	51.8	48.7
Ford High School	584*	55.4	52.0	2027*	46.4	44.8	11,326*	51.8	48.7
Redford High School	682*	54.0	50.9	2027*	46.4	44.8	11,326*	51.8	48.7
Renaissance High School	234*	68.2	68.0	2027*	46.4	44.8	11,326*	51.8	48.7

*All numbers provided are from the district's data base; differences in totals includes all the 9 grade students in the school, the Area and the District.

CREDIT HOURS ATTEMPTED AND EARNED
June, 1997
(Exposed to the Ninth Grade Restructuring)

Data in Table 47 show that the Area C schools' attempted credit hours average is 58.1; the earned credit hours average is 57.0 a difference of 1.1 credit hours. Communication and Media Arts H.S. and Renaissance H.S. are above the Area and the District averages attempted and earned credit hours. Cooley H.S., Ford H.S. and Redford H.S. are below the Area and District averages attempted and earned.

TABLE 47

AREA C HIGH SCHOOLS TENTH GRADE/ CREDIT HOURS ATTEMPTED AND EARNED June, 1996-97

	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
Name of School	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Communications & Media Arts	135*	58.4	57.8	2961*	58.1	57.0	10,926*	53.5	51.4
Cooley High School	444*	30.7	28.2	2961*	58.1	57.0	10,926*	53.5	51.4
Ford High School	564*	55.3	51.4	2961*	58.1	57.0	10,926*	53.5	51.4
Redford High School	535*	50.5	48.1	2961*	58.1	57.0	10,926*	53.5	51.4
Renaissance High School	209*	69.6	69.2	2961*	58.1	57.0	10,926*	53.5	51.4

*All numbers provided are from the district's data base; differences in totals includes all the 9 grade students in the school, the Area and the District.

METROPOLITAN ACHIEVEMENT TESTS
April, 1996
(Not exposed to the Ninth Grade Restructuring)

Data in Table 48 show that the Area's mean Normal Curve Equivalent (NCE) for reading is 37.7, the District's mean NCE is 34.6 and the National mean NCE is 50.0. Communication and Media Arts H.S. (44.3) and Renaissance H.S. (62.5) are above the Area mean NCE (37.7) and the District mean NCE (34.6). Renaissance H.S. is also above the National mean of (50.0). Cooley H.S. (27.3), Ford H.S. (28.9) and Redford H.S. (30.8) are below the Area's mean NCE (37.7), the District's mean NCE (34.6) and the National mean NCE (50.0).

TABLE 48

AREA C HIGH SCHOOLS/TENTH GRADE
METROPOLITAN ACHIEVEMENT TEST (READING)
April, 1995-96

	N	Mean NCE	GME*
Area	1486**	37.7	7.7
District	7280**	34.6	8.8
National		50.0	10.7

Name of School	N	Mean NCE	GME*
Communication and Media Arts	141**	44.3	10.2
Cooley High School	279**	27.3	7.3
Ford High School	357**	28.9	7.7
Redford High School	364**	30.8	7.9
Renaissance High School	220**	62.5	PHS***

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.
*** Past High School

Data in Table 49 show that the Area's mean NCE for mathematics is 37.4 the District's 35.7 and the National mean NCE score is 50.0. Renaissance H.S. (66.6) is higher than the Area's mean NCE (37.4), the District's mean NCE (35.7) and the National mean NCE (50.0). Cooley H.S. (28.5), Ford H.S. (31.5) and Redford H.S. (31.9) are below the Area's mean NCE (37.4), the District's mean NCE (35.7) and the National mean NCE (50.0). Communication and Media Arts H.S. (38.6) is above the Area's mean NCE (37.4) but below the National mean NCE (50.0).

TABLE 49

AREA C HIGH SCHOOLS/TENTH GRADE
METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)
April, 1995-96

	N	Mean NCE	GME*
Area	1356**	37.4	8.8
District	7227**	35.7	8.5
National		50.0	10.7

Name of School	N	Mean NCE	GME*
Communication and Media Arts	139**	38.6	8.8
Cooley High School	275**	28.5	7.0
Ford High School	359**	31.5	7.7
Redford High School	364**	31.9	7.8
Renaissance High School	219**	66.6	PHS***

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.
*** Past High School

METROPOLITAN ACHIEVEMENT TESTS
April, 1997
(Exposed to the Ninth Grade Restructuring)

Data in Table 50 show that the Area's mean NCE for reading is 35.7; the District's mean NCE is 34.7 and the National mean NCE is 50.0. Renaissance H.S. (66.4) and Communication and Media Arts (45.3) have a higher NCE than the Area's mean NCE (35.7) and the District's mean NCE (34.7). Cooley H.S. (26.2), Ford H.S. (32.2) and Redford H.S. (29.9) are lower than the Area's mean NCE (35.7) and District's mean NCE (34.7). All high schools except Renaissance are below the National mean NCE (50.0).

TABLE 50

AREA C SCHOOLS TENTH GRADE
METROPOLITAN ACHIEVEMENT TEST (READING)
April, 1996-97

	N	Mean NCE	GME*
Area	1154**	35.7	9.3
District	6976**	34.7	8.9
National		50.0	10.7

Name of School	N	Mean NCE	GME*
Communication and Media Arts	124**	45.3	10.3
Cooley High School	218**	26.2	6.9
Ford High School	289**	32.2	8.4
Redford High School	314**	29.9	7.6
Renaissance High School	201**	66.4	PHS***

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.
*** Past High School

Data in Table 51 show that the Area's mean NCE for mathematics is 38.0; the District's mean NCE 36.4 and the National mean NCE is 50.0. Renaissance H.S. mean NCE (69.8) is higher than the Area's mean NCE (38.0); the District's mean NCE (36.4) and National mean NCE (50.0). Communication and Media Arts H.S. mean NCE (41.4) is higher than the Area's mean NCE (38.0) and the District's mean NCE (36.4) but lower than the National mean NCE (50.0). Cooley H.S. (26.9), Ford H.S. (32.5) and Redford H.S. (29.5) are below the Area's mean NCE (38.0), the District's mean NCE (36.4) and the National mean NCE (50.0).

TABLE 51

AREA C HIGH SCHOOLS TENTH GRADE
METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)
April, 1996-97

	N	Mean NCE	GME*
Area	1133**	38.0	9.4
District	6960**	36.4	8.6
National		50.0	10.7

Name of School	N	Mean NCE	GME*
Communication and Media Arts	109**	41.4	10.1
Cooley High School	217**	26.9	6.8
Ford High School	288**	32.5	7.8
Redford High School	314**	29.5	7.3
Renaissance High School	201**	69.8	PHS***

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.
*** Past High School

TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1996
(Not exposed to the Ninth Grade Restructuring)

Table 52 shows the number and percent of incoming 10th grade students leaving school. Communication and Media Arts H.S. (1.31), Ford H.S. (4.57) and Renaissance H.S. (0.86) have lower percents of incoming 10th grade students leaving school than the Area (5.70) and the District (6.74). Cooley H.S. (31.04) and Redford H.S. (7.11) have higher percents of incoming 10th grade students leaving school than the Area (5.70) and the District (6.74).

TABLE 52

AREA C SCHOOLS WITH INCOMING TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1995-96

Name of School	School			Area			District		
	Number Left**	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Cooley High School	18	58	31.04	67	1176	5.70	517	7667	6.74
Communication and Media Arts	2	153	1.31	67	1176	5.70	517	7667	6.74
Ford High School	13	284	4.57	67	1176	5.70	517	7667	6.74
Redford High School	32	450	7.11	67	1176	5.70	517	7667	6.74
Renaissance High School	2	231	0.86	67	1176	5.70	517	7667	6.74

*Students leaving school/District refers to the students who left the school or district. There are two categories of these students: a. Students who continued their education in another school system or attended night school. b. Students who discontinued their schooling. The reasons stated are as follow:

a. Continued Education: night school transferred to another public school and transferred to other states/countries.

b. Discontinued Education: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary).

**"Number Left" includes all students who left school as indicated in the (a) and (b) categories above.
See Appendices H-K - Reasons for leaving school listed by school (1995-97)

TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1997
(Exposed to the Ninth Grade Restructuring)

Table 53 shows the number and percent of incoming 10th grade students leaving school. Communication and Media Arts H.S. (0.76) and Renaissance H.S. (4.20) have lower percents of incoming 10th grade students leaving school than the Area (9.02) and the District (6.60). Cooley H.S. (17.88) and Other Schools (25.00) have higher percents of incoming 10th grade students leaving school than the Area (9.02) and the District (6.60). Redford H.S. (7.97) has higher percents of incoming 10th grade students leaving school than the District (6.60) but lower than the Area (9.02).

TABLE 53

AREA C SCHOOLS WITH INCOMING TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1996-97

Name of School	School			Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Cooley High School	51	285	17.88	118	1308	9.02	502	7602	6.60
Communication and Media Arts	1	131	0.76	118	1308	9.02	502	7602	6.60
Ford High School	26	284	9.16	118	1308	9.02	502	7602	6.60
Redford High School	31	389	7.97	118	1308	9.02	502	7602	6.60
Renaissance High School	8	215	4.20	118	1308	9.02	502	7602	6.60
Other Schools	1	4	25.00	118	1308	9.02	502	7602	6.60

*See Appendix I for specific reasons leaving school - by school (1997)

TENTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
1996
(Not exposed to the Ninth Grade Restructuring)

Table 54 shows the number and percent of incoming 10th grade students leaving school. Communication and Media Arts H.S. (0.00), Ford H.S. (18.19), Cooley H.S. (15.20) and Renaissance H.S. (0.00) have lower percents of incoming 10th grade students leaving school than the Area (18.70) and the District (24.17). Redford H.S. (24.99) has higher percents of incoming 10th grade students leaving school than the Area (18.70) and the District (24.17).

TABLE 54

AREA C SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
June, 1995-96

Name of School	School			Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Cooley High School	47	309	15.20	141	754	18.70	705	2917	24.17
Communication and Media Arts	0	0	0.00	141	754	18.70	705	2917	24.17
Ford High School	46	253	18.19	141	754	18.70	705	2917	24.17
Redford High School	48	192	24.99	141	754	18.70	705	2917	24.17
Renaissance High School	0	0	0.00	141	754	18.70	705	2917	24.17

*See Appendix J for specific reasons leaving school - by school (1996)

TENTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
1997
(Exposed to the Ninth Grade Restructuring)

Table 55 shows the number and percent of incoming 10th grade students leaving school. Cooley H.S. (10.46), Communication and Media Arts H.S. (0.00) and Renaissance H.S. (0.00) have lower percents of incoming 10th grade students leaving school than the Area (25.30) and the District (21.68). Redford H.S. (29.81) and Ford H.S. (27.11) have higher percents of incoming 10th grade students leaving school than the Area (25.30) and the District (21.68).

TABLE 55

AREA C SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
June, 1996-97

Name of School	School			Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Cooley High School	9	86	10.46	126	498	25.30	597	2753	21.68
Communication and Media Arts	0	0	0.00	0.00	498	25.30	597	2753	21.68
Ford High School	58	214	27.11	126	498	25.30	597	2753	21.68
Redford High School	59	198	29.81	126	498	25.30	597	2753	21.68
Renaissance High School	0	0	0.00	126	498	25.30	597	2753	21.68

*See Appendix K for specific reasons leaving school - by school (1997)

TABLE 56

AREA C SCHOOLS WITH INCOMING TENTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1996
(Not exposed to the Ninth Grade Restructuring)

Table 56 shows that there were 1176 students who were enrolled in Area C schools during the 1995-96 school year. Sixty-seven (67) students (5.70%) left school during the school year. Forty-four (44) students (3.74%) continued their education in night school or in another school system. Twenty-three (23) students (1.96%) discontinued their education during the 1995-96 school year. However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A: Continued School						
a. Night School	3	1176	0.26	67	7667	0.87
b. Transfer to a Michigan School	34	1176	2.89	144	7667	1.88
c. Transfer to Other States/Countries	7	1176	0.59	62	7667	0.81
Subtotal	44		3.74	273		3.56
Group B: Discontinued School						
d. Non-Return	3	1176	0.26	37	7667	0.48
e. Suspended	0	1176	0.00	9	7667	0.12
f. Lost to Institutions	0	1176	0.00	4	7667	0.05
g. Moved/Cannot Locate	9	1176	0.76	89	7667	1.16
h. Overage	11	1176	0.94	76	7667	0.99
i. Other (Voluntary)	0	1176	0.00	29	7667	0.38
Subtotal	23		1.96	244		3.18
Grand Total	67		5.70	517		6.74

*See Appendix H for individual schools (1996)

TABLE 57

AREA C SCHOOLS WITH INCOMING TENTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1997

(Exposed to the Ninth Grade Restructuring)

Table 57 shows that there were 1308 students who were enrolled in Area C schools during the 1996-97 school year. One hundred eighteen (118) students (9.02%) left school during the school year. Twenty-nine (29) students (2.22%) continued their education in night school or another public school district. Eighty-nine (89) students (6.80%) discontinued their education during the 1996-97 school year. However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A: Continued School						
a. Night School	1	1308	0.08	30	7602	0.40
b. Transfer to a Michigan School	21	1308	1.60	121	7602	1.59
c. Transfer to Other States/Countries	7	1308	0.54	48	7602	0.63
Subtotal	29		2.22	199		2.62
Group B: Discontinued School						
d. Non-Return	20	1308	1.53	55	7602	0.72
e. Suspended	0	1308	0.00	3	7602	0.04
f. Lost to Institutions	0	1308	0.00	0	7602	0.00
g. Moved/Cannot Locate	62	1308	4.74	153	7602	2.01
h. Overage	3	1308	0.23	58	7602	0.76
i. Other (Voluntary)	4	1308	0.30	34	7602	0.45
Subtotal	89		6.80	303		3.98
Grand Total	118		9.02	502		6.60

*See Appendix I for individual schools (1997)

TABLE 58

AREA C SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1996

(Not exposed to the Ninth Grade Restructuring)

Table 58 shows that there were 754 students who didn't have enough credit hours to be classified as 11th graders and they were repeating all or some of the courses. One hundred forty-one (141) students (18.70%) left school during the school year. Sixty-five (65) students (8.63%) continued their education in night school or another public school district. Seventy-six (76) students (10.07%) discontinued their education during the 1995-96 school year. However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A: Continued School						
a. Night School	13	754	1.73	106	2917	3.63
b. Transfer to a Michigan School	50	754	6.63	109	2917	3.74
c. Transfer to Other States/Countries	2	754	0.27	17	2917	0.58
Subtotal	65		8.63	232		7.95
Group B: Discontinued School						
d. Non-Return	12	754	1.59	81	2917	2.78
e. Suspended	0	754	0.00	5	2917	0.17
f. Lost to Institutions	0	754	0.00	2	2917	0.07
g. Moved/Cannot Locate	13	754	1.72	150	2917	5.14
h. Overage	48	754	6.37	198	2917	6.79
i. Other (Voluntary)	3	754	0.39	37	2917	1.27
Subtotal	76		10.07	473		16.22
Grand Total	141		18.70	705		24.17

*See Appendix J for individual schools (1996)

TABLE 59

AREA C SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1997

(Exposed to the Ninth Grade Restructuring)

Table 59 shows that there were 498 students who didn't have enough credit hours to be classified as 11th graders and they were repeating all or some of the courses. One hundred twenty-six (126) students (25.30%) left school during the school year. Eighteen (18) students (3.61%) continued their education in night school or another public school district. One hundred eight (108) students (21.69%) discontinued their education during the 1996-97 school year. However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A: Continued School						
a. Night School	2	498	0.40	73	2753	2.65
b. Transfer to a Michigan School	12	498	2.41	64	2753	2.32
c. Transfer to Other States/Countries	4	498	0.80	23	2753	0.84
Subtotal	18		3.61	160		5.81
Group B: Discontinued School						
d. Non-Return	47	498	9.44	119	2753	4.32
e. Suspended	0	498	0.00	3	2753	0.11
f. Lost to Institutions	0	498	0.00	1	2753	0.04
g. Moved/Cannot Locate	48	498	9.64	174	2753	6.32
h. Overage	3	498	0.60	108	2753	3.92
i. Other (Voluntary)	10	498	2.01	32	2753	1.16
Subtotal	108		21.69	437		15.87
Grand Total	126		25.30	597		21.68

*See Appendix K for individual schools (1997)

CONCLUSIONS

Summary of findings based on the data.

A. Principals' Perceptions of the Program

- One (1) principal commented on twelve (12) statements.
- Mean average of all the positive statements is one hundred percent (100%)
- Preparation of staff:
  - having in-service regarding the program
  - having meetings with ninth grade staff
- Teaching strategies:
  - cooperative learning
  - peer mentoring
  - student-centered instruction
- Organizational changes of the program:
  - developmental and implementation of summer enrichment program
  - program that prepared students into high school
  - group and individual counseling
- Major concerns of the program:
  - chancing teacher styles to meet the needs of all students
  - need for ninth grade administrator (vacancy)
  - lack of money for in-service teachers
  - student-centered measures
- Reactions of stakeholders:

  Students

  - positive and supportive of the program

  Teachers

  - positive
  - more funding is needed for additional materials

Parents

- very supportive
- more parental involvement is needed

- Changes to improve implementation of the program:

  - ninth grade administrator (fill vacancy)
  - support staff
  - parental involvement

- Major challenges of the program:

  - lack of sufficient funds
  - lack of supplementary materials
  - lack of ninth grade administrator

- Challenges of parental involvement:

  - more parents need to be involved
  - lack of parental involvement to parent-teacher conferences

B. Teachers' Perceptions of the Program

- Nineteen (19) teachers responded to nineteen (19) statements.

- Mean average of all the positive statements is ninety-two percent (92%)

- Teaching strategies:

  - cooperative learning
  - student-centered instruction
  - discovery method

- Organizational changes of the program:

  - team teaching
  - block scheduling
  - writing across the curriculum

- Concerns about delivery of instruction:

  - students are deficient in basic skills
  - need for more counseling and tutoring
  - classroom size is too large

- Reactions of stakeholers:

  Students

  - positive about the program
  - concerned about the students
  - teachers motivate the students to succeed

  Teachers

  - support the program
  - most think the program will improve learning

  Parents

  - support the program
  - not enough involvement
  - most parents are supportive of our efforts

- Implementation changes of the program:

  - small class size
  - more support staff
  - discipline must be strong and consistent

- Major challenges of the program:

  - meeting more often as 9th grade staff
  - improving student achievement
  - keeping the students on-task
  - teaching students reading and writing skills

- Challenges of parental involvement:

  - keeping parents involved in the learning of their children
  - involving more parents in teacher/parent conferences
  - involving more parents in the school affairs

C. Students' Perceptions of the Program

- One hundred forty-six (146) students commented on twenty (20) statements.
- Mean average of all the positive statements is eighty-two percent (82%)
- Liked best about the program:
  - meeting a lot new friends
  - getting to know better my peers
  - helping me sharpen my skills
  - coming to school and having fun learning
- Liked least about the program:
  - some of my teachers
  - homework
  - attitude of some teachers and students

D. Ninth Grade Administrators' Perceptions of the Program

- Three (3) Ninth Grade Administrators commented on twelve (12) statements.
- The mean average of all the positive statements is eighty-nine percent (89%).
- Preparation of ninth grade staff:
  - entire staff was given a brief in-service
  - met periodically with ninth grade staff
  - staff was aware of the program
- Teaching strategies:
  - cooperative learning
  - writing process
  - variety of teaching methods
- Organizational changes of the program:
  - school-within-a-school
  - block-scheduling
  - team teaching

- Anything different for tenth grade students:

  - ninth grade teachers will share information
  - use more structured programs
  - use the support staff

- Major concerns of the program:

  - students have short attention span
  - aging staff difficult to change
  - provide students with more opportunities to be actively involved

- Reactions of stakeholders:

  Students

  - students seem to be ambivalent about the program
  - seek us out when they need encouragement
  - the students are receptive about the program

  Teachers

  - teachers are generally supportive about the program
  - new teachers need in-service to cope with the 9th graders
  - teachers in the program are receptive

  Parents

  - parents feel there is need for the program
  - more parents are needed to be involved in the program
  - parents need to set limits with their children

- Implementation changes of the program:

  - need for support staff
  - improve parental involvement
  - replacing the counselor

- Major challenges of the program:

  - administering the program without support staff
  - dealing with the possibility of loosing my job

- Challenges of parental involvement:

  - ninth grade parents were invited to a ninth grade orientation
  - program was explained to 248 parents out of 972

NINTH GRADE DATA*

E. 1. Grade Point Averages (1995)

- Schools' grade point average ranged from 1.0 to 3.0
- Area's grade point average is 1.3
- District's grade point average is 1.5

2. Grade Point Averages (1996)

- Schools' grade point average (GPA) average ranged from 1.0 to 3.2
- Area's grade point average is 1.3
- District's grade point average is 1.5

3. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 1.0 to 3.0
- Area's grade point average is 1.4
- District's grade point average is 1.5

F. 1. Student Daily Attendance (1995)

- Schools' daily attendance average ranged from 72% to 96%
- Area's daily attendance average is 77%
- District's daily attendance average is 77%

2. Student Daily Attendance (1996)

- Schools' daily attendance average ranged from 69% to 96%
- Area's daily attendance average is 75%
- District's daily attendance average is 77%

3. Student Daily Attendance (1997)

- Schools' daily attendance average ranged from 74% to 97%
- Area's daily attendance average is 79%
- District's daily attendance average is 78%

*The 1995 data (Without the Program) compared to 1996 and 1997 data (With the Program).

G. 1. Credit Hours Attempted and Earned (1995)

- Schools' average credit hours attempted ranged from 45.5 to 66.9
- Schools' average credit hours earned ranged from 24.1 to 64.4
- Area's average of credit hours attempted is 49.3
- Area's average of credit hours earned is 28.8
- District's average credit hours attempted is 48.5
- District's average credit hours earned is 32.8

2. Credit Hours Attempted and Earned (1996)

- Schools' average credit hours attempted ranged from 42.2 to 68.4
- Schools' average credit hours earned ranged from 18.8 to 67.3
- Area's average credit hours attempted is 50.7
- Area's average credit hours earned is 29.4
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 34.4

3. Credit Hours Attempted and Earned (1997)

- Schools' average credit hours attempted ranged from 31.0 to 69.3
- Schools' average credit hours earned ranged from 28.3 to 68.9
- Area's average credit hours attempted is 47.4
- Area's average credit hours earned is 43.8
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 46.9

H. 1. Metropolitan Achievement Test (Reading) (1995)

- Schools' grade mean equivalent (GME) ranged from 6.3 to 11.1
- Area's GME average is 7.3
- District's GME average is 7.6
- National GME average is 9.7

2. Metropolitan Achievement Test (Mathematics) (1995)

- Schools' grade mean equivalent (GME) ranged from 6.4 to 12.0+
- Area's GME average is 7.6
- District's GME average is 7.5
- National GME average is 9.7

3. **Metropolitan Achievement Test (Reading) (1996)**

- Schools' grade mean equivalent (GME) ranged from 6.4 to 12.0+
- Area's GME average is 7.7
- District's GME average is 7.7
- National GME average is 9.7

4. **Metropolitan Achievement Test (Mathematics) (1996)**

- Schools' grade mean equivalent (GME) ranged from 6.7 to 12.0+
- Area's GME average is 7.8
- District's GME average is 7.6
- National GME average is 9.7

5. **Metropolitan Achievement Test (Reading) (1997)**

- Schools' grade mean equivalent (GME) ranged from 6.1 to 12.0+
- Area's GME average is 7.7
- District's GME average is 7.1
- National GME average is 9.7

6. **Metropolitan Achievement Test (Mathematics) (1997)**

- Schools' grade mean equivalent (GME) ranged from 6.4 to 12.0+
- Area's GME average is 7.8
- District's GME average is 7.6
- National GME average is 9.7

I. 1. **Incoming 9th Grade Students Leaving School* (1995)**

- Schools' discontinued average rate ranged from 1.95% to 27.66%
- Area's discontinued rate is 18.54%
- District's discontinued rate is 18.28%

2. **Incoming 9th Grade Students Leaving School* (1996)**

- Schools' discontinued average rate ranged from 0.44% to 50.0%
- Area's discontinued rate is 10.90%
- District's discontinued rate is 11.70%

3. **Incoming 9th Grade Students Leaving School* (1997)**

- Schools' discontinued average rate ranged from 0.00% to 67.85%
- Area's discontinued rate is 7.41%
- District's discontinued rate is 5.14%

4. Ninth Grade Students (Repeating Courses) Leaving School* (1995)

- Schools' discontinued average rate ranged from 0.00% to 42.55%
- Area's discontinued rate is 40.50%
- District's discontinued rate is 42.79%

5. Ninth Grade Students (Repeating Courses) Leaving School* (1996)

- Schools' discontinued average rate ranged from 0.00% to 37.59%
- Area's discontinued rate is 24.77%
- District's discontinued rate is 34.61%

6. Ninth Grade Students (Repeating Courses) Leaving School* (1997)

- Schools' discontinued average rate ranged from 0.00% to 89.92%
- Area's discontinued rate is 21.72%
- District's discontinued rate is 16.44%

The product variables were measured for the ninth grade students for June, 1995 (Without the Program), and the ninth grade students for June, 1996 and June, 1997 (With the Program). The results are based on all Area C schools having ninth grade students:

			6/1996 Compared to 6/95	6/1997 Compared to 6/95
a.	Grade Point Averages	-	Remained the same	Increased
b.	Student Daily Attendance	-	Decreased	Increased
c.	Credit Hours Attempted	-	Increased	Decreased
d.	Credit Hours Earned	-	Increased	Increased
e.	MAT Reading	-	Increased	Increased
f.	MAT Mathematics	-	Increased	Increased
g.	Educational Status**	-	Decreased***	Decreased***

Five out of seven variables showed improvement, one remained the same, and one decreased for 1995 vs. 1996. Six out of seven variables showed improved and one decreased for 1995 vs. 1997.

*Students leaving school refers to the discontinuance of their schooling. The reasons leaving school are stated as follow: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary). It should be noted that some of these students might return to continue their education.

**Educational Status: (discontinued their education)

***It shows improvement.

TENTH GRADE DATA

E. 1. Grade Point Averages (1996)

- Schools' grade point average ranged from 1.2 to 3.0
- Area's grade point average is 1.7
- District's grade point average is 1.8

2. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 1.0 to 3.0
- Area's grade point average is 1.4
- District's grade point average is 1.8

F. 1. Student Daily Attendance (1996)

- Schools' daily attendance average ranged from 74% to 95%
- Area's daily attendance average is 80%
- District's daily attendance average is 80%

2. Student Daily Attendance (1997)

- Schools' daily attendance average ranged from 77% to 96%
- Area's daily attendance average is 81%
- District's daily attendance average is 80%

G. 1. Credit Hours Attempted and Earned (1996)

- Schools' average credit hours attempted ranged from 29.2 to 68.2
- Schools' average credit hours earned ranged from 26.6 to 68.0
- Area's average of credit hours attempted is 46.4
- Area's average of credit hours earned is 44.8
- District's average credit hours attempted is 51.8
- District's average credit hours earned is 48.7

2. Credit Hours Attempted and Earned (1997)

- Schools' average credit hours attempted ranged from 30.7 to 69.6
- Schools' average credit hours earned ranged from 28.2 to 69.2
- Area's average credit hours attempted is 58.1
- Area's average credit hours earned is 57.0
- District's average credit hours attempted is 53.5
- District's average credit hours earned is 51.4

H. 1. Metropolitan Achievement Test (Reading) (1996)

- Schools' grade mean equivalent (GME) ranged from 7.3 to 12.0+
- Area's GME average is 7.7
- District's GME average is 8.8
- National GME average is 10.7

2. Metropolitan Achievement Test (Mathematics) (1996)

- Schools' grade mean equivalent (GME) ranged from 7.0 to 12.0+
- Area's GME average is 8.8
- District's GME average is 8.5
- National GME average is 10.7

3. Metropolitan Achievement Test (Reading) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.9 to 12.0+
- Area's GME average is 9.3
- District's GME average is 8.9
- National GME average is 10.7

4. Metropolitan Achievement Test (Mathematics) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.8 to 12.0+
- Area's GME average is 9.4
- District's GME average is 8.6
- National GME average is 10.7

I. 1. Incoming 10th Grade Students Leaving School* (1996)

- Schools' discontinued average rate ranged from 1.31% to 31.04%
- Area's discontinued rate is 1.96%
- District's discontinued rate is 3.18%

2. Incoming 10th Grade Students Leaving School* (1997)

- Schools' discontinued average rate ranged from 0.76% to 25.00%
- Area's discontinued rate is 6.80%
- District's discontinued rate is 3.98%

3. Tenth Grade Students (Repeating Courses) Leaving School* (1996)

- Schools' discontinued average rate ranged from 15.20% to 24.99%
- Area's discontinued rate is 10.07%
- District's discontinued rate is 16.22%

4. **Tenth Grade Students (Repeating Courses) Leaving School* (1997)**

- Schools' discontinued average rate ranged from 10.46% to 29.81%
- Area's discontinued rate is 21.69%
- District's discontinued rate is 15.87

The product variables were measured for the tenth grade students for June, 1996 (Without the Program), and the tenth grade students for June, 1997 (With the Program). The results are based on all Area C schools having tenth grade students:

			6/1997 Compared to 6/95
a.	Grade Point Averages	-	Decreased
b.	Student Daily Attendance	-	Increased
c.	Credit Hours Attempted	-	Increased
d.	Credit Hours Earned	-	Increased
e.	MAT Reading	-	Increased
f.	MAT Mathematics	-	Increased
g.	Educational Status**	-	Increased***

Five out of seven variables showed improvement and two do not show improvement for 1996 vs. 1997.

RECOMMENDATONS

Schools can help retain at-risk ninth graders through a variety of policies and practices. The following recommendations should be considered to help all ninth graders begin successful high school careers:

- Continue to decrease alienation in the high school by breaking the school down into small, stable units to increase personal attention from the staff. Examples of this strategy include:
  - create a school within-a-school environment
  - expanding the role of a homeroom teacher to include mentor and personal guide;

*Students leaving school refers to the discontinuance of their schooling. The reasons leaving school are stated as follow: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary). It should be noted that some of these students might return to continue their education.
**Students leaving school (discontinued their education or continued their education in night school or in another system).
***It does not show improvement.

- extending class to two periods (block scheduling) to limit the need for students to move from class to class;

- creating clusters of students who remain together for several classes and thus can offer each other support;

- creating alternative schools and mini-schools that offer disaffected students compensatory programs and more personalized attention.

- Continue to sensitize teachers to the problems of ninth graders so that the teachers can be helpful; assign more experienced teachers to this grade.

- Continue to offer special programs to orient middle school students to ninth grade, thus helping to smooth the passage. Such programs include:

  - schedule visits to the high schools by small groups of incoming students.

  - assign a high school student to mentor each new student.

  - have a middle school student shadow a high school student to learn what a high school day is like.

  - schedule orientation activities, preferably for small groups of ninth graders, that range from a single session on the first day in school to an ongoing program lasting up to a full semester. During these orientations, rules and expectations are discussed, courses of study are described, and human awareness issues like multicultural relations and drug use are explored.

  - have orientation activities for parents that cover much of the same ground as those for the new ninth graders.

All of the suggestions for easing the transition to ninth grade presented above have been successfully tested in school districts around the country. The experience of these school districts suggests that schools can make a real difference for students by giving special attention to the ninth grade as a pivotal year in a student's education. The experiences in Detroit, as documented in this report, add additional evidence that these approaches can yield success for Grade 9 students.

The following recommendations were made based on interviews with administrators and teachers and the surveys which solicited information regarding the program from principals, ninth grade administrators, teachers and students.

- All the ninth grade administrators indicated a district wide forum - such as a day-long conference - where they could get together to discuss, disseminate and critique and/or study options for improving the success of the ninth grade restructuring initiative.

- In order for a school to be successful in carrying out their goals for restructuring, all personnel should be in place on time.

- Almost all of the administrators interviewed indicated they would like to have a school within-a-school concept. Although some of them indicated they have space problems, they should try to solve them so that all ninth grade students can be scheduled on one floor or a certain part of the building.

- Increase time for planning and developing integrated learning materials that initiate active student centered learning in the classroom.

- A full-time social worker, attendance agent and a counselor would be able to deal with the problems of at-risk students.

- Development of a 'reading resource lab' coordinated by a reading specialist to assist at-risk students and the teachers of at-risk students in improving reading deficiencies.

- Research has shown that constructions strategies (student-centered, and active participation) improved student learning and retention. In-service should be provided to assist teachers in planning constructive activities because classroom visits reveal that teachers still rely heavily on traditional teacher-centered practices such as lecturing and paper-pencil participation activities.

- Seek ways to involve more parents in the school programs and activities.

- Most educators now recognize that it is imperative for schools to find better ways to increase parental and family involvement in children's education. The results of a study indicated that parental involvement is essential in helping children achieve optimum success in school, both academically and behaviorly. The results suggest that parental involvement should be encouraged in the classroom and at home for a number of reasons, including: (1) parental involvement sends a positive message to children about the importance of their education, (2) parental involvement keeps the parent informed of the child's performance and (3) parental involvement helps the school accomplish more.

- Continue to have block scheduling, team teaching, and continue to provide group and individual counseling with the 10th grade students. Counselors and teachers should collaborate to assure that the services to these students will not be drastically changed.

- Provide students with more opportunities to be actively involved in learning experiences. More effective, alternative discipline strategies need to be employed. Students need to be motivated to attend classes, accept responsibility for their own behavior, and to achieve academic success.

- Efforts should be made to continue the Ninth Grade Restructuring efforts into the 10th grade.

APPENDICES

APPENDIX A

High School Allocations Title 1
and
Ninth Grade Restructuring 31a
by Area
1996-97

TABLE 60
HIGH SCHOOL ALLOCATIONS TITLE 1 FUNDS
AND
NINTH GRADE RESTRUCTURING 31a FUNDS
1996-97

PARTICIPATING SCHOOLS	FREE APPS.	REDUC. APPS.	9TH GRADE RESTRUCT. * ALLOCATION 31a	H.S. TITLE I * ALLOCATION	TOTAL
AREA A					
CASS H. S.	860	14	425,018	268,967	$693,985
CHADSEY H. S.	550	6	271,814	296,423	$568,237
COMMERCE AND BUSINESS, H.S.	79	19	39,042	52,247	$91,289
CROCKETT TECHNICAL H. S.	261	33	128,988	156,742	$285,730
FREDERICK DOUGLASS ACADEMY	223	19	110,208	193,528	$303,736
FERGUSON ACADEMY	276	3	136,401	297,489	$433,890
MARTIN LUTHER KING, JR. H. S.	702	48	346,933	199,926	$546,859
MILLER M.S.	106		52,386		
MURRAY - WRIGHT H. S.	143	83	564,642	653,624	$1,218,266
SOUTHWESTERN H. S.	626	45	309,374	357,734	$667,108
WESTERN INTERNATIONAL H. S.	670	19	331,119	367,330	$698,449
AREA B					
CODY H. S.	860	41	425,018	480,355	$905,373
DETROIT CITY H. S.	145	10	71,660	165,272	$236,932
HERMAN/ROGERS	25		12,355		
MACKENZIE H. S.	1114	36	550,547	613,105	$1,163,652
NORTHWESTERN H. S.	995	39	491,736	551,262	$1,042,998
AREA C					
COMMUNICATION & MEDIA ARTS	153	21	75,614	46,383	$121,997
COOLEY H. S.	837	21	413,651	457,430	$871,081
HENRY FORD H. S.	791	27	390,918	218,052	$608,970
REDFORD H. S.	1,024	37	506,068	282,828	$788,896
RENAISSANCE H. S.	172		85,004		
AREA D					
BEAUBIEN M.S.	107		52,880		
BOYKIN H.S.	221	4	109,220	179,933	$289,153
CENTRAL H.S.	864	22	426,995	472,358	$899,353
DETROIT H. S.	173	34	85,498	55,179	$140,677
HAMPTON M.S.	103		50,903		
MUMFORD H. S.	630	41	311,351	178,867	$490,218
NORTHERN H. S.	926	12	457,636	500,081	$957,717
AREA E					
DAVIS AEROSPACE TECHNICAL H	99	20	48,927	63,443	$112,370
KETTERING H. S.	1019	27	503,597	557,659	$1,061,256
OSBORN H. S.	1155	28	570,809	315,349	$886,158
PERSHING H. S.	1083	9	535,226	582,184	$1,117,410
AREA F					
BURBANK	91				
DENBY H. S.	1112	17	549,558	601,910	$1,151,468
FINNEY H. S.	726	23	403,767	399,318	$803,085
JACKSON M.S.	43		21,251		
SOUTHEASTERN H. S.	893	22	441,327	731,728	$1,173,055
VINCENT CEC	187	5	92,417	153,543	$245,960
TOTALS	20,044	785	$10,399,858	10,450,249	$20,575,328

** Includes all Middle Schools with 9th Grades.

APPENDIX B

Ninth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1995

NINTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1995

Cooley High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	33	436	7.57
Night School	7	436	1.61
Transfer to a Michigan School	35	436	8.02
Transfer to Other States/Countries	7	436	1.61
Moved/Cannot Locate	24	436	5.50
Overage	5	436	1.15
Other (Voluntary)	4	436	0.92
Total	115		26.38

Continued Education: 49 students (11.24%) Discontinued Education: 66 students (15.14%)

Communication and Media Arts High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	9	154	5.84
Transfer to Other States/Countries	2	154	1.30
Moved/Cannot Locate	1	154	0.65
Overage	1	154	0.65
Other (Voluntary)	1	154	0.65
Total	14		9.09

Continued Education: 11 students (7.14%) Discontinued Education: 3 students (1.95%)

Ford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	59	632	9.34
Night School	7	632	1.11
Transfer to a Michigan School	29	632	4.58
Transfer to Other States/Countries	19	632	3.01
Moved/Cannot Locate	8	632	1.27
Suspended	1	632	0.16
Overage	44	632	6.96
Other (Voluntary)	16	632	2.53
Total	183		28.95

Continued Education: 55 students (8.70%) Discontinued Education: 128 students (20.25%)

Redford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	82	781	10.50
Night School	9	781	1.14
Transfer to a Michigan School	34	781	4.36
Transfer to Other States/Countries	8	781	1.02
Moved/Cannot Locate	103	781	13.19
Suspended	1	781	0.13
Overage	16	781	2.05
Other (Voluntary)	14	781	1.80
Total	267		34.19

Continued Education: 51 students (6.53%) Discontinued Education: 216 students (27.66%)

Renaissance High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	9	252	3.57
Transfer to Other States/Countries	3	252	1.19
Other (Voluntary)	5	252	1.99
Total	17		6.75

Continued Education: 12 students (4.76%) Discontinued Education: 5 students (1.99%)

APPENDIX C

Ninth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1996

NINTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1996

Cooley High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	25	456	5.48
Transfer to a Michigan School	54	456	11.84
Transfer to Other States/Countries	2	456	0.44
Moved/Cannot Locate	16	456	3.51
Needed at Home	2	456	0.44
Overage	2	456	0.44
Other (Voluntary)	1	456	0.22
Total	102		22.37

Continued Education: 56 students (12.28%) Discontinued Education: 46 students (10.09%)

Communication and Media Arts High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	2	147	1.36
Moved/Cannot Locate	1	147	0.68
Total	3		2.04

Continued Education: 2 students (1.36%) Discontinued Education: 1 students (0.68%)

Ford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	42	552	7.61
Transfer to a Michigan School	31	552	5.62
Transfer to Other States/Countries	7	552	1.27
Moved/Cannot Locate	1	552	0.18
Overage	4	552	0.72
Other (Voluntary)	6	552	1.08
Total	91		16.48

Continued Education: 38 students (6.88%) Discontinued Education: 53 students (9.60%)

Redford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	49	628	7.80
Night School	4	628	0.64
Transfer to a Michigan School	23	628	3.66
Transfer to Other States/Countries	8	628	1.27
Moved/Cannot Locate	45	628	7.16
Overage	12	628	1.91
Other (Voluntary)	9	628	1.44
Total	150		23.88

Continued Education: 35 students (5.57%) Discontinued Education: 115 students (18.31%)

Renaissance High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	9	226	3.98
Transfer to Other States/Countries	2	226	0.88
Other (Voluntary)	1	226	0.44
Total	12		5.30

Continued Education: 11 students (4.86%) Discontinued Education: 1 students (0.44%)

Other Schools

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	2	8	25.50
Transfer to a Michigan School	1	8	12.50
Moved/Cannot Locate	2	8	25.00
Total	5		62.50

Continued Education: 1 students (12.50%) Discontinued Education: 4 students (50.00%)

APPENDIX D

Ninth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1997

NINTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1997

Cooley High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	2	306	0.65
Night School	0	306	0.00
Transfer to a Michigan School	2	306	0.65
Transfer to Other States/Countries	2	306	0.65
Lost to Other Institutions	1	306	0.33
Moved/Cannot Locate	18	306	5.88
Overage	1	306	0.33
Other (Voluntary)	2	306	0.65
Total	28		9.15

Continued Education: 4 students (1.30%) Discontinued Education: 24 students (7.84%)

Communication and Media Arts High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	4	128	3.13
Transfer to Other States/Countries	3	128	2.34
Moved/Cannot Locate	0	128	0.00
Overage	0	128	0.00
Other (Voluntary)	0	128	0.00
Total	7		5.47

Continued Education: 7 students (5.47%) Discontinued Education: 0 students (0.00%)

Ford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	61	501	12.18
Night School	0	501	0.00
Transfer to a Michigan School	11	501	2.20
Transfer to Other States/Countries	5	501	1.00
Moved/Cannot Locate	3	501	0.60
Overage	0	501	0.00
Other (Voluntary)	3	501	0.60
Total	83		16.58

Continued Education: 16 students (3.20%) Discontinued Education: 67 students (1.33%)

Redford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	574	0.17
Night School	3	574	0.52
Transfer to a Michigan School	13	574	2.27
Transfer to Other States/Countries	2	574	0.35
Moved/Cannot Locate	33	574	5.75
Overage	0	574	0.00
Other (Voluntary)	4	574	0.70
Total	56		9.76

Continued Education: 18 students (32.14%) Discontinued Education: 38 students (67.85%)

Renaissance High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	16	245	6.53
Transfer to Other States/Countries	0	245	0.00
Moved/Cannot Locate	1	245	0.41
Total	17		6.94

Continued Education: 16 students (89.00%) Discontinued Education: 1 students (11.00%)

APPENDIX E

Ninth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1995

NINTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1995

Cooley High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	16	147	10.89
Night School	10	147	6.80
Transfer to a Michigan School	37	147	25.17
Transfer to Other States/Countries	3	147	2.04
Moved/Cannot Locate	12	147	8.16
Overage	10	147	6.80
Other (Voluntary)	1	147	0.68
Total	89		60.54

Continued Education: 50 students (34.01%) Discontinued Education: 39 students (26.53%)

Communication and Media Arts High School

There were no ninth grade students repeating courses.

Ford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	57	563	10.12
Night School	13	563	2.31
Transfer to a Michigan School	27	563	4.80
Transfer to Other States/Countries	6	563	1.07
Moved/Cannot Locate	19	563	3.37
Overage	133	563	23.62
Other (Voluntary)	29	563	5.15
Total	284		50.44

Continued Education: 46 students (8.17%) Discontinued Education: 238 students (42.27%)

Redford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	55	517	10.64
Night School	20	517	3.87
Transfer to a Michigan School	15	517	2.90
Transfer to Other States/Countries	4	517	0.77
Moved/Cannot Locate	100	517	19.34
Overage	53	517	10.25
Other (Voluntary)	12	517	2.32
Total	259		50.09

Continued Education: 39 students (7.54%) Discontinued Education: 220 students (42.55%)

Renaissance High School

There were no ninth grade students repeating courses.

APPENDIX F

Ninth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1996

NINTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1996

Cooley High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	43	484	8.88
Night School	4	484	0.83
Transfer to a Michigan School	77	484	15.91
Transfer to Other States/Countries	4	484	0.83
Moved/Cannot Locate	14	484	2.89
Overage	8	484	1.65
Other (Voluntary)	5	484	1.03
Total	155		32.02

Continued Education: 85 students (17.56%) Discontinued Education: 70 students (14.46%)

Communication and Media Arts High School

There were no ninth grade students repeating courses.

Ford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	62	417	14.87
Night School	13	417	3.12
Transfer to a Michigan School	9	417	1.86
Transfer to Other States/Countries	3	417	0.72
Moved/Cannot Locate	6	417	1.44
Overage	28	417	6.71
Other (Voluntary)	4	417	0.92
Total	125		29.98

Continued Education: 25 students (6.00%) Discontinued Education: 100 students (23.98%)

Redford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	49	415	11.81
Night School	13	415	3.13
Transfer to a Michigan School	10	415	2.40
Moved/Cannot Locate	61	415	14.70
Overage	39	415	9.40
Other (Voluntary)	7	415	1.69
Total	179		43.13

Continued Education: 23 students (5.54%) Discontinued Education: 156 students (37.59%)

Renaissance High School

There were no ninth grade students repeating courses.

APPENDIX G

Ninth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1997

NINTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1997

Cooley High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	0	128	0.00
Night School	1	128	0.78
Transfer to a Michigan School	2	128	1.56
Transfer to Other States/Countries	1	128	0.78
Moved/Cannot Locate	19	128	14.84
Overage	2	128	1.56
Other (Voluntary)	2	128	1.56
Total	27		21.08

Continued Education: 4 students (14.81%) Discontinued Education: 23 students (85.19%)

Renaissance High School

There were no ninth grade students repeating courses.

Ford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	111	515	21.55
Night School	1	515	0.19
Transfer to a Michigan School	11	515	2.13
Transfer to Other States/Countries	2	515	0.39
Moved/Cannot Locate	4	515	0.78
Overage	8	515	1.55
Other (Voluntary)	2	515	0.39
Total	139		26.98

Continued Education: 14 students (10.08%) Discontinued Education: 125 students (89.92%)

Redford High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	0	342	0.00
Night School	2	342	0.58
Transfer to a Michigan School	9	342	3.72
Transfer to Other States/Countries	3	342	0.88
Moved/Cannot Locate	55	342	16.08
Lost to Other Institutions	1	342	0.29
Overage	1	342	0.29
Other (Voluntary)	10	342	2.92
Total	81		23.66

Continued Education: 14 students (17.28%) Discontinued Education: 67 students (82.72%)

Communication and Media Arts

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	1	5	20.00
Total	1		

Continued Education: 1 students (20%) Discontinued Education: 0 students (0.00%)

APPENDIX H

Tenth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1996

TENTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1996

Cooley High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Transfer to a Michigan School	18	58	31.04
Total	18		22.37

Continued Education: 18 students (31.04%) Discontinued Education: 0 students (0.00%)

Communication and Media Arts High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Transfer to a Michigan School	2	153	1.31
Total	2		1.31

Continued Education: 2 students (1.31%) Discontinued Education: 0 students (0.00%)

Ford High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	2	284	0.70
Transfer to a Michigan School	4	284	1.40
Transfer to Other States/Countries	3	284	1.06
Moved/Cannot Locate	1	284	0.35
Overage	3	284	1.06
Total	13		4.57

Continued Education: 7 students (2.46%) Discontinued Education: 6 students (2.11%)

Redford High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	1	450	0.21
Night School	3	450	0.67
Transfer to a Michigan School	9	450	2.00
Transfer to Other States/Countries	3	450	0.67
Moved/Cannot Locate	8	450	1.78
Overage	8	450	1.78
Total	32		7.11

Continued Education: 15 students (3.33%) Discontinued Education: 17 students (3.78%)

Renaissance High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Transfer to a Michigan School	1	231	0.43
Transfer to Other States/Countries	1	231	0.43
Total	2		0.86

Continued Education: 2 students (0.86%) Discontinued Education: 0 students (0.00%)

APPENDIX I

Tenth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1997

TENTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1997

Cooley High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	2	285	0.70
Transfer to a Michigan School	5	285	1.75
Transfer to Other States/Countries	2	285	0.70
Moved/Cannot Locate	39	285	13.68
Overage	2	285	0.35
Other (Voluntary)	1	285	0.70
Total	51		17.88

Continued Education: 7 students (2.46%) Discontinued Education: 44 students (15.44%)

Communication and Media Arts High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Transfer to a Michigan School	1	131	0.76
Total	1		0.76

Continued Education: 1 students (0.76%) Discontinued Education: 0 students (0.00%)

Ford High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	18	284	6.34
Transfer to a Michigan School	4	284	1.41
Transfer to Other States/Countries	3	284	1.06
Overage	1	284	0.35
Total	26		9.16

Continued Education: 7 students (2.46%) Discontinued Education: 19 students (6.69%)

Redford High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Night School	1	389	0.26
Transfer to a Michigan School	4	389	1.03
Transfer to Other States/Countries	2	389	0.51
Moved/Cannot Locate	23	389	5.91
Other (Voluntary)	1	389	0.26
Total	31		7.97

Continued Education: 6 students (1.54%) Discontinued Education: 25 students (6.42%)

Renaissance High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Transfer to a Michigan School	7	215	3.26
Other (Voluntary)	1	215	0.47
Total	8		3.72

Continued Education: 7 students (3.26%) Discontinued Education: 1 students (0.46%)

Other School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Transfer to a Michigan School	1	4	25.00
Total	1		25.00

Continued Education: 0 students (0.00%) Discontinued Education: 1 students (25.00%)

APPENDIX J

Tenth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1996

TENTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1996

Cooley High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Night School	4	309	1.29
Transfer to a Michigan School	42	309	13.59
Transfer to Other States/Countries	0	309	0.00
Overage	1	309	0.32
Other (Voluntary)			
Total	47		15.20

Continued Education: 46 students (14.88%) Discontinued Education: 1 students (0.32%)

Communication and Media Arts

There were no ninth grade students repeating courses.

Ford High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	8	253	3.16
Night School	4	253	1.58
Transfer to a Michigan School	2	253	0.79
Transfer to Other States/Countries	1	253	0.40
Moved/Cannot Locate	1	253	0.40
Overage	29	253	11.46
Other (Voluntary)	1	253	0.40
Total	46		18.19

Continued Education: 7 students (2.77%) Discontinued Education: 39 students (15.42%)

Redford High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	4	192	2.08
Night School	5	192	2.60
Transfer to a Michigan School	6	192	3.12
Transfer to Other States/Countries	1	192	0.52
Moved/Cannot Locate	12	192	6.25
Overage	18	192	9.38
Other (Voluntary)	2	192	1.04
Total	48		24.99

Continued Education: 12 students (6.25%) Discontinued Education: 36 students (18.75%)

Renaissance High School

There were no ninth grade students repeating courses.

APPENDIX K

Tenth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1997

TENTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1997

Cooley High School

Reasons for Leaving	Number Left	10th G[illegible] Population	Percent Left
Transfer to a Michigan School	1	86	1.16
Moved/Cannot Locate	7	86	8.14
Overage	1	86	1.16
Total	9		10.46

Continued Education: 1 students (1.16%) Discontinued Education: 8 students (9.30%)

Communication and Media Arts

There were no ninth grade students repeating courses.

Ford High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	47	214	21.96
Transfer to a Michigan School	7	214	3.27
Transfer to Other States/Countries	2	214	0.93
Moved/Cannot Locate	1	214	0.47
Overage	1	214	0.47
Total	58		27.11

Continued Education: 9 students (4.20%) Discontinued Education: 49 students (22.90%)

Redford High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Night School	2	198	1.01
Transfer to a Michigan School	4	198	2.02
Transfer to Other States/Countries	1	198	0.51
Moved/Cannot Locate	40	198	20.20
Overage	1	198	0.51
Other (Voluntary)	10	198	5.05
Total	59		29.18

Continued Education: 7 students (3.53%) Discontinued Education: 52 students (26.26%)

Renaissance High School

There were no ninth grade students repeating courses.

APPENDIX L

Literature Review and Bibliography Sources

LITERATURE REVIEW

Based on the literature review, it is apparent that effective programs address several levels of students' experiences:

- At the individual level, interpersonal relationships with adults in school
- At the classroom level, the instructional approaches and curriculum content
- At the school level, the policies which are relevant to dropouts, particularly tracking, absenteeism, suspension, retention (holding a student back to repeat a grade level), and personnel
- At the community level, the involvement of parents and community agencies which serve youth

At each level of students' experiences it is necessary to make the school experience relevant to students' needs.

Deschamps (1992) study examined research from 1980 to 1992 that addressed characteristics of high school dropouts. Data from 32 empirical studies were synthesized into an integrative review. A list of the most common characteristics of high school dropouts was generated and the major policy issues related to dropping out were identified and addressed. Four major categories of dropout characteristics were found: demographic, social and family, deviant behavior in society, and in-school. Some of the more common characteristics of dropouts included ethnicity, low socioeconomic status, coming from a single-parent family, a high rate of absenteeism, disciplinary problems, grade retention, low academic performance, and poor achievement test scores. The major policy issues related to the dropout problem included: the lack of uniform definition of the term dropout; the inaccuracy of statistics measuring local, state and national dropout rates; the correlation between grade retention and dropping out; the dropout rate in special education; and the need for more research on how many dropouts return to school or receive their Graduate Equivalency Diploma.

Because children who live in poverty drop out of school disproportionately, some might argue that important factors influencing high school graduation rates are not within the school's control. Though there are powerful economic and social forces influencing school attendance among poor, urban youth, intervention programs have been successful in affecting drop out rates. This review attempts to identify those factors within the realm of the school's control which can make going to school and graduating worthwhile to students who might otherwise drop out of school.

Interpersonal Relationships

The importance of students' interpersonal relationships with adults in the school is stressed more frequently than almost any other feature or effective programs.

Individualized Treatment/Instruction:

Several studies suggest that treating students as individuals helps to reduce the dropout rate. In Cippollone's study of six schools with differential dropout rates (1987), schools with lower dropout rates had administrators and teachers who were more willing to look at students individually and later specify discipline practices accordingly. Hess, Jr. and others (1986) cite more interaction between teachers and students as characteristic of schools with lower dropout rates in their study of eight Chicago high schools.

Small classes provide an opportunity for more frequent and more intimate contact between students and teachers. Ruby and Law's paper to the American Association of School Psychologists (1987) asserts that successful dropout programs have low student/teacher ratios and provide personal attention.

Caring:

Caring staff is repeatedly cited as an essential component of successful dropout prevention programs. It is also probably the most difficult component to operate. Mann (1985) suggests that teachers should know students by name and ask about their personal lives.

Finally, Cippollone's study of six schools with differential dropout rates (1987) concludes that in schools with lower dropout rates the staff had a sense of advocacy for students and were more willing to become involved in the social and affective needs of students.

Cultural Differences:

McLaughlin (1994) summarized various theories developed to explain minority language learners' failures to thrive in existing school systems. These theories may provide ideas for understanding dilemmas faced by minority youths.

Education psychologists have focused on the individual learner who, they believe, arrives at school broken by impoverishing home and community experiences. This deficit theory calls for helping individual students acquire mastery of skills before moving ahead, as well as providing enrichment to overcome deficits in background experiences.

Organizational theorists have focused on schools and school systems which they see as the primary culprits in school failure. These schools effectiveness proponents call for school restructuring and systemic reform efforts, including rethinking such important issues as how time is used and who is involved in planning and decision making.

Sociologists and anthropologists have focused on powerful economic and political structures that underpin all aspects of society and "create arrangements.....that systematically give voice to some and deny it to others" and are structured "around successful and unsuccessful competence displays such that winners and losers are inevitable" (McLaughlin, p. 53). These critical theorists call for teachers as coaches, pedagogy as problem solving, and a curriculum that addresses important themes connected to the lives of students.

Lastly, sociolinguists have a narrower focus on the teacher-learner interaction, where they find constant miscommunication resulting from different cultural and linguistic preferences for interaction. Cultural differences theorists believe solutions lie in teachers becoming knowledgeable about the culture and language of their students and adopting curriculum and teaching methods to students' needs.

The idea of cultural discontinuity contains elements of both of the last two theories just described. Increasingly, it has become an explanation for the difficulties minority students face in adjusting to and finishing high school.

Theories of cultural discontinuity have their origins in the anthropological studies of ethnic minority groups within a dominant, majority culture. According to students of cultural discontinuity theory, minority children having been initially raised in a distinctive culture of their own, are often thrust into a school system that promotes the values of the majority culture--not those of their own. If the resulting clash of culture continues, the minority child may feel forced to choose one culture at the expense of the other. A tragic paradox emerges: success (in school) becomes failure (in the community), and failure becomes success. Moreover, it has been argued that failure is not simply the passive act of neglecting to complete required tasks, but that it may be a status that is actively pursued by ethnic minority students in order to preserve their culture of origin. In other words, failure in school is a tacit cultural goal that must be achieved (McDermott, 1987; Spindler, 1987).

Self-Esteem:

An analysis of the research and scholarly literature (Walz, 1991) suggests a number of significant findings and generalizations about the importance and the effects of self-esteem upon youth and adults. Overall it would appear that self-esteem can be envisaged as a "social vaccine," a dimension of personality that empowers people and inoculates them against a wide spectrum of self-defeating and socially undesirable behavior (California Task Force to Promote Self-Esteem, 1990.) Among the more compelling generalizations to be made are the following:

- The family is a strong force in the development of self-esteem. The early years are particularly important in establishing an "authentic and abiding self-esteem" in a person.

- High parental self-esteem is crucial to the ability to nurture high self-esteem and personal effectiveness in children.

- School climate plays an important role in the development of the self-esteem of students. Schools that target self-esteem as a major school goal appear to be "more successful academically as well as in developing healthy self-esteem among their students." (California Task Force to Promote Self-Esteem, 1990, p. 5.)

- Self-esteem and achievement may be either the cause or the effect of each other, depending upon the person and the particular situation in which they function.

- Young girls who possess positive self-esteem are less likely to become pregnant as teenagers.

- Persons who hold themselves in high esteem are less likely to engage in destructive and self-destructive behavior including child abuse, alcohol and drug abuse, violence and crime.

- Exclusive attention to just self-esteem or personal achievement may well result in less favorable outcomes in either or both areas than when an approach is used which attends to both self-esteem and achievement. Walz (1991) in postulating the presence of an "esteem-achievement connection" emphasize the importance of presenting students with challenging experiences that enable the student to "earn" high esteem by successfully coping with difficult tasks.

- The choice to esteem oneself or not is ultimately the responsibility of the individual no matter what the background and prior experiences of the individual may be. High self-esteem can never be given to a person by another person or society. It must be sought, "earned" by the individual for him or herself.

- Self-esteem may be expressed as an overall generic characteristic, i.e., "she exhibits a high self-esteem" or as a more specific behavioral attribute, i.e., "he certainly has a high sense of self-esteem in tackling a difficult writing task, but he has absolutely no belief in his competence to do anything numerical." The experience of many counselors would favor a counseling intervention that explores a client's overall self-esteem (enhancing his/her generic self-esteem), but also focuses upon blockages which retard the expression of high self-esteem in specific areas.

- Writers and researchers show general, although by no means complete, agreement on the preconditions necessary for someone to demonstrate high self-esteem. Among the commonly used terms are: security, connectedness, uniqueness, assertiveness, competence, and spirituality.

Research shows (Waltz, 1991) that gaining greater knowledge and understanding of self-esteem can be beneficial to a counselor. However, to specifically impact upon a client's self-esteem requires greater focus and effort upon the part of the counselor. Six action steps are

suggested as guides for how a counselor can intervene to assist clients in enhancing their own self-esteem.

- Acknowledge that the self-esteem of a client is a vital determinant in his/her behavior and should be a major focus of the counseling relationship.

- Explore with the client the meaning of self-esteem and how his/her self-esteem has impacted upon past behaviors and actions (and can influence present and future plans and decisions.)

- Assist the client in assessing the internal and external forces contributing to or retarding their self-esteem. Develop a personally meaningful profile of esteem builders and detractors.

- Recognize that the self-esteem of the counselor has a stimulating or depressing effect upon the esteem of a client and that each needs to be aware of his/her self-esteem and its effect upon others.

- Assist the client in designing a self-esteem enhancement program that is customized to her/his learning style and desired goals.

- Above all else, act upon the conviction that self-esteem is a disposition to know oneself as someone who is competent to cope with the realities and demands of life and as personally worthy of experiencing joy and happiness. Acting upon this conviction a counselor will then know that she/he can neither bestow nor induce self-esteem in another person. Through their efforts, however, counselors can assist a person to learn the processes by which they can examine the antecedents of their self-esteem, and take responsibility for thinking and acting in ways which will heighten their own self-esteem and hence their capacity to experience life confidently and joyously.

Student Motivation:

Much of the recent research on student motivation has rightly centered on the classroom, where the majority of learning takes place and where students are most likely to acquire a strong motivation to gain new knowledge. Making the classroom a place that naturally motivates students to learn is much easier when students and teachers function in an atmosphere where academic success and the motivation to learn are expected and rewarded.

An environment that nurtures educational motivation can be cultivated at home, in the classroom, or throughout an entire school. One of the most effective avenues for engendering student motivation is a school's culture. According to Deal (1987), school culture can be embodied and transformed through channels such as shared values, heroes, rituals, ceremonies, stories, and cultural networks.

Davis (1989) suggests using a wide variety of activities and symbols to communicate motivational goals. "Visible symbols," he says, "illustrate and confirm what is considered to be important in the school." He suggests using "school newsletters, statements of goals, behavior codes, rituals, symbols, and legends" to "convey messages of what the school really values." Staging academic awards assemblies, awarding trophies for academic success and displaying them in trophy cases, scheduling motivational speakers, and publicizing students' success can help them see that the desire to be successful academically is recognized and appreciated.

Klug (1989) notes that school leaders can influence levels of motivation by "shaping the school's instructional climate," which in turn shapes "the attitudes of teachers, students, parents, and the community at large toward education." By effectively managing this aspect of a school's culture, principals can "increase both student and teacher motivation and indirectly impact learning gains."

School administrators can take advantage of times of educational change by including strategies for increasing student motivation. Acknowledging that school restructuring is inevitable, Maehr (1991) challenges school leaders to ensure that "motivation and the investment in learning of students will be enhanced" as a result of school reform. School leaders have seldom "considered motivation vis-a-vis the current restructuring movement," he says, "and few have considered that the school as an entity in its own right, may have effects that supersede those of individual classrooms and the acts of individual teachers."

A positive "psychological environment" strongly influences student motivation, says Maehr. School leaders can create this type of environment by establishing policies and programs that:

- stress goal setting and self-regulation/management
- offer students choices in instructional settings
- reward students for attaining "personal best" goals
- foster teamwork through group learning and problem-solving experiences
- replace social comparisons of achievement with self-assessment and evaluation techniques
- teach time management skills and offer self-paced instruction when possible

Instructional Approaches

The research on dropouts almost universally recommends non-traditional instructional approaches in small class groups. Research suggests utilizing low student/teacher ratios, a multi-media approach, and flexible course scheduling.

Low Student/Teacher Ratios:

Low student/teacher ratios provide greater opportunities for personalized attention. The U.S. General Accounting Office's survey of dropout program (1987) found that individualized instruction favorably influenced dropout reduction.

Many large urban school districts where the dropout problem is particularly acute do not have the resources to provide the recommended student/teacher ratios. However, as Strother (1986) points out, "large schools make it difficult for teachers to respond to individual student's needs." Wheelock and Dorman (1988) address this problem in their research findings regarding adolescents by recommending a team teaching approach, homerooms, and teacher-based counseling as ways to create "smallness within bigness."

Wheelock (1990) states that recent literature suggests it is not students' backgrounds, but schools' response to students' backgrounds that determine students' success in school. School practices and policies adopted in response to student performance in attendance, academics, and behavior also have a significant impact on students' decision to leave school before graduating.

According to a literature review by Quinn (1991) school practices such as placement of at-risk students in alternative, nontraditional programs, individualized counseling, low student-teacher ratio, and peer tutoring successfully lower dropout rates, whereas remediation, retention in grade, tracking, and suspension exacerbate the problem.

Multi-Media Approach:

Media refers to the means of communication. Students at risk are not responding to traditional methods of teaching, such as lectures and seat work. Many researchers feel that creative approaches are needed, particularly to teach basic reading and math skills to older students. Such approaches provide students with opportunities to experience success in school where they have previously failed.

Other researchers support the concept of a multi-media approach which allows students to experience success. Wheelock and Dorman (1988) suggest varying teaching methods and using diverse instructional approaches to provide multiple opportunities for success.

Flexible Scheduling:

In addition to innovation and variety of instructional approaches, changes in the scheduling of classes are encouraged. The U.S. General Accounting Office survey of programs (1987) finds that "flexibility in curriculum and school hours are important to prevent dropping by students unable to progress in the standard school setting."

Cooperative Learning:

Johnson and Johnson (1987) are well-known proponents of this last type of grouping, called cooperative learning. These heterogeneous groups are based on positive interdependence among the group members who help and support one another. Their goals focus on bringing each member's learning to the maximum and on maintaining good working relationships among members. "Nothing is more basic than learning to use one's knowledge in cooperative interaction with others," the Johnsons' state. And they continue: "Greater achievement is typically found in collaborative situations where peers work together than in situations where individuals work alone..."

Johnson and Johnson (1987) recommend assigning students of high, medium, and low abilities in the same group. They also suggest that it is very beneficial for those students who are not as task oriented as others to be put with their more academically oriented peers. Teachers should allow students to choose one person with whom they would like to work, and then carefully place these pairs with others to maximize the heterogeneous makeup of each group.

As the group works together as a team, some of the benefits predicted for individual members are higher critical thinking competencies, more positive social interaction with classmates, improved collaborative competencies, an understanding of other perspectives, and more self-esteem. The Johnsons believe that:

- Cooperative learning procedures may be used successfully with any type of academic task, although they are most successful when conceptual learning is required.

- Whenever possible, cooperative groups should be structured so that controversy and academic disagreements among group members are possible and are managed constructively.

- Students should be encouraged to keep each other on task and to discuss assigned material in ways that ensure elaborate rehearsal and the use of higher learning strategies.

- Students should be encouraged to support each other's efforts to achieve.

Educators must make many choices every year about grouping arrangements. Good teachers who provide supportive environments for their students and who are aware of the strengths and weaknesses of grouping will make the decisions that are right for themselves, for their classroom situation, and for their students.

Cross-Age Tutoring:

Although references in the literature to cross-age and peer tutoring programs are sparse (Natriello and others, 1988), (Wheelock, 1988), these programs appear to produce significant results. Cross-age tutoring seems to meet several needs of students at risk:

- Feeling important, competent, and needed in a school setting
- Developing an interpersonal, interdependent relationship with someone in school
- Reviewing basic math and reading skills without the stigma of remedial education
- Active involvement in the learning process
- Providing individualized instruction to younger students
- Providing an opportunity for community service

Gaustand (1993) states that one to one tutoring programs, such as peer and cross-age tutoring, can result in emotional and learning benefits for the tutor and the tutee. In cross-age tutoring, the tutor is older than the tutee. Advantages of these programs are that tutors are better than adults in relating to their tutees on a cognitive, emotional, and social level. Also, cross-age tutoring offers the tutor the higher status of being older but still being close in age. Tutors can benefit from cross-age and peer tutoring because it allow them to review material, and to improve thinking and communication skills.

Positive Discipline

Criticizing, discouraging, creating obstacles and boundaries, blaming, shaming, using sarcastic or cruel humor, or using physical punishment are some negative disciplinary methods used with young children.

Any adult might occasionally do any of these things. Doing any or all of them more than once in a while means that a negative approach to discipline has become a habit and urgently needs to be altered before the child experiences low self-esteem as a permanent part of his/her personality.

ERIC (1990) in an article on "Positive Discipline" states the following as good approaches to discipline:

- increase a student's self-esteem
- allow the student to feel valued
- encourage the student to feel cooperative
- enable the student to learn gradually the many skills involved in taking some responsibility for what happens to him/her
- motivate the student to change his/her strategy rather than to blame others
- help the student to take initiative, relate successfully to others, and solve problems

School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes headlines in the process. However, the commonest discipline problems involve non-criminal student behavior (Moles, 1989).

These less dramatic problems may not threaten personal safety, but they still negatively affect the learning environment. Disruptions interrupt lessons for all students, and disruptive students lose even more learning time.

As educator researcher Daniel Duke (1989) points out, "The goal of good behavior is necessary, but not sufficient to ensure academic growth." Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct.

When John Hopkins University researchers Gary D. Gottfredson and Denise C. Gottfredson (1989) analyzed data from over 600 of the nation's secondary schools, they found that the following school characteristics were associated with discipline problems:

- rules were unclear or perceived as unfairly or inconsistently enforced
- students did not believe in the rules
- teachers and administrators did not know what the rules were or disagreed on the proper responses to student misconduct
- teacher-administration cooperation was poor or the administration inactive
- teachers tended to have punitive attitudes

- misconduct was ignored
- schools were large or lacked adequate resources for teaching

Written policies should be developed with input from everyone who will be affected by them. Once developed, discipline policies must be communicated to staff, students, parents and community. But a policy on paper is meaningless in itself. Ongoing administrative support, in-service training in new techniques, continued communication, and periodic evaluation and modification are needed to adopt a school discipline plan to the changing needs of the school community.

Curriculum Content

The curriculum content is the "what" of instruction, or the information and knowledge which the school system attempts to convey to its students.

The research on dropouts consistently recommends a curriculum which focuses on infusing basic skills, stressing practical skills, and offering a multiple abilities curriculum.

Basic Skills Instruction:

Students who are at risk of dropping out are typically those who exhibit poor basic academic skills (Wheelage, 1988). Often middle school curriculums assume basic reading comprehension and math skills, however, many students may not have mastered these basic skills yet (Wheelock and Dorman, 1988). Students who are weak in basic skills at the middle school level have increased difficulties in high school. It is extremely important that dropout prevention programs recognize and address the need for students to master basic reading and math skills.

Hornbeck (1991) states that while research has shown that computer-assisted instruction (CAI) can help at-risk students learn basic skills such as reading, writing and mathematics, studies have also revealed that CAI helps students think critically, solve problems and draw inferences.

Stress Practical Skills:

Because the irrelevance of the school experience to students' needs is considered to be the major cause of dropping out, stressing practical skills is recommended by some researchers. Ruby and Law's paper presented at the Annual Meeting of School Psychologists (1987) states that successful programs stress the immediate and practical and offer opportunities for paid employment. Strother (1986) also recommends that the curriculum should focus on real-life problems.

Multiple Abilities Curriculum:

Students who do not experience success in school may not have opportunities to use their strongest abilities as part of traditional curriculums. A multiple abilities curriculum provides a chance for students to use a wide range of skills to earn credit towards graduation.

Natriello and others (1988) assert that schools should offer a multiple abilities curriculum and move beyond the narrow range of academic tasks which rely on reading skills to allow students to experience success. Wheelage (1988) recommends an "experiential" curriculum including community service, career internship, political/social action, and/or outdoor adventure.

Researchers (1990) of the Office of Research, Evaluation and Assessment, New York City Board of Education, state that poor and minority students are at the greatest risk of failure because of a gap between home and school. This gap is the difference in the expectations parents and teachers have of students, and between the social and language skills required of students at home and at school. When the schools represent an alien culture to students and fail to represent parental interests, students disengage from the school culture and the socioeconomic universe it represents. The following traditional compensatory education approaches are not effective in educating at-risk students: (1) retention; (2) pullout programs; and (3) in-class aides. The following strategies are more promising: (1) reduced class size; (2) early intervention; (3) cohesive social unit; (4) comprehensive services; (5) intensive interventions; (6) bilingual instructional services (7) culturally sensitive programs (8) built-in flexibility; (9) active teaching; (10) engaged learning; (11) cooperative learning; and (12) community involvement.

School Policies

Monitoring/Early Intervention:

The importance of identifying potential dropouts early and then immediately taking action to re-engage them in the school is almost universally agreed upon in the literature on dropout prevention.

Some researchers recommend monitoring and intervention at the earliest points in a student's career. Gruskin and other (1987) recommend good preschool and early childhood programs and Beck and Muia (1980) suggest intervention in nursery school and kindergarten. Those who advocate monitoring and intervention in early elementary school include Walz (1987).

The middle school years are viewed by other researchers as the critical monitoring and intervention stage because this is when students begin to feel disconnected (Sherwood, 1987), (Massachusetts Advocacy Center, 1986), (Wheelock an Dorman, 1988).

Other researchers who advocate monitoring and early intervention include, Natriello and others (1988), Naylor (1987), O'Connor (1985), Sherman (1987), Strother (1986), and Sween and Kyle (1987).

Focus on Absenteeism:

Chronic absenteeism is an obvious early warning sign of potential dropout (Sherman, 1987), (U.S. General Accounting Office, 1987), (Wheelage, 1988). The school's reaction to a student's absenteeism can send a strong message to the student regarding his or her importance to the school. The school's efforts to promote daily school attendance help to reduce dropout rates (Walz, 1987).

Bonikowski (1987), suggests nurturing a cooperative, rather than an adversarial, relationship with parents regarding students' attendance. Wheelock and Dorman's (1988) suggestions include the following:

- Establish an attendance team for monitoring attendance
- Interview students regarding reasons for non-attendance
- Maintain persistent contact with students' homes

Herman (1991) states that educators must take into account the changing social, cultural, and economic trends' contributions to high absenteeism and dropout rates. No curriculum can succeed if the students are not in attendance to learn, develop and advance in society.

Literature on absenteeism written after 1985 demonstrates a shift of focus from the student as truant to the school as part of both the problem and the solution. Four major principles are necessary to any successful intervention--awareness, change in perspectives, early intervention, and cooperation and involvement. Components of an intervention include developing and implementing attendance policies, monitoring, tracking, and recording; getting parents involved; providing counseling and guidance; and providing relevant curriculum or alternative program. Research shows that programs (Harte, 1995) implemented as school wide improvements have consistently been successful in reducing attendance problems. Effective schools are student-centered and operate as: a caring institutional and functional community, a community organization, an experimenter and risk-taker, and a team.

In School Suspension:

Traditional approaches to student discipline include suspending a student for severe infractions. However, a history of suspension is not only predictive of dropout (Wheelock, 1986), but suspension actually encourages students to dropout by sending a clear message that they are not wanted in school (Massachusetts Advocacy Center, 1986).

In-school suspension differs from traditional suspension practices because the student stays on the school premises while serving the term of his/her suspension. Supervised, in-school suspension which includes academic support is recommended as a means to maintain a relationship with students and to make them feel as though they belong in school (Mahood, 1981), (Wheelock and Dorman, 1988).

Roquemore (1991) suggested that intervention in-school suspension programs could counteract students' low self-concepts and negative attitudes toward teachers. Such programs would include: parent training, teacher staff development, school programs that focus on one to one relationships with students, remediation of academic difficulties and administrative monitoring of individual teachers and evaluation of the school involvement.

Non-Retention:

Students who have been retained in a grade are much more likely to dropout than those who have not (Massachusetts Advocacy Center, 1986), (Sherman, 1987), (Wheelock, 1986). Walz (1987) quantifies the relationship between retention and dropout in his literature review:

"The child who has been held back one grade level is 60 times more likely to become a dropout that a student who has not, and the child who has been held back two grade levels is 250 times more likely to become a dropout."

Wheelock and Dorman (1988) argue strongly against retention and suggest giving students specialized instruction with a designated target date at which they will be "caught up" and reintegrated into their appropriate grade level. Some programs they suggest include the following:

- Competency-based curriculum in multi-grade groupings
- Smaller class size
- Summer school with different teaching techniques stressing more active student involvement.

George (1993) suggest that: (a) school districts and schools should disseminate current research on retention to schools staffs (b) school districts with high retention rates should develop a plan to reduce the rate and improve the instructional program for at-risk students (c) school districts should monitor differential effects of retention for different ethnic groups and boys and girls.

Sherwood (1993) states that despite a growing trend toward retention in grade of low-achieving students and apparent public support for the practice, many educators and psychologists disagree with the perception that flunking is an appropriate response to poor academic performance. Research reported in the past two decades indicates that grade-level retention

produces little improvement in student achievement. Some studies presented evidence that students required to repeat a grade actually made less progress than comparable classmates who were promoted. In addition, there are many studies that demonstrate significant psychological damage to children, particularly in terms of lowered self-esteem. Still others associate an increase in the dropout level with retention in grade. In Florida, a number of approaches to improving student achievement without resorting to grade retention have been proposed. Among them are the following:

- tutorial programs, including peer tutoring, cross-age tutoring, and adult volunteer tutoring, coordinated with classroom instruction;
- extended basic skills programs, which eliminate "non-essentials" from the student day, with the additional time being applied to reading, writing, and mathematics;
- cooperative learning programs;
- extended-year programs, achieved in Florida because of funding constraints through summer school; and
- individualized instruction through such technologies as interactive video, word processing, and story starters.

Students At Risk:

Most studies agree that the main factors associated with dropping out include students' socioeconomic status, school behavior, and academic achievement.

"Dropout rates are higher for students coming from low socioeconomic backgrounds, from single-parent families, and from non-English language family backgrounds," stated Frase (1989) in the first annual report by the National Center for Education Statistics. This nationwide study also found higher dropout rates for students living in cities than in suburbs or rural areas, and in the South and West rather than in the Northeast. Students who marry or have children, or who have had problems with the law or school authorities, are also at greater risk.

Academic factors are clearly related to dropping out. Students who received poor grades, who had repeated a grade, who were overage for their class, and who had poor attendance for reasons other than illness were more likely to drop out. "A powerful predictor... was the attendance record during the first four months of tenth grade," Frase reported.

Barber and McLellan (1987) found that dropouts in a Wisconsin community showed clear indications of academic problems by the third grade. Their achievement test scores were significantly lower than those of their classmates and also below their ability as measured by intelligence tests; teacher comments alone identified potential dropouts with 63 percent accuracy. Poor attendance, failing grades, and low overall GPA marked these students' high school careers.

Conley (1992) in his research states that national and state policies are establishing expectations that essentially all students will graduate from high school. As schools begin to adjust their goals accordingly, they found most of their basic organizational practices must change. At-risk students demand personalized education, meaningful material, success-based tasks, continuous contact with trusted adults, and a stable peer group.

Traditional grouping and grading practices do not facilitate success for at-risk students. Teachers have a very difficult time accepting the notion that all students can succeed without standards being lowered. There is an increasing tension between meeting the needs of both "gifted" and "at-risk" students within the traditional organizational paradigm.

Restructuring schools are using cooperative learning strategies, project centered learning, learning teams, schools-within-schools, block scheduling, advisor-advisee programs, enhanced parental involvement, expansion of learning into the community, and an increasing integration of vocational and academic curricula into "applied academics" courses or strategies to meet the needs of diverse group of students.

Parent/Community Involvement

The complex needs of at risk students call for the utilization of a wide range of resources. The school's efforts to coordinate with others who have an interest in the student's life can result in synergistic benefits to the student at risk.

Parents:

Parents may be the most important force keeping children in school. At the high school level there is a tendency for parental involvement to decline. Efforts must be made to re-engage parents in their children's education.

> "Student achievement is strongly influenced by efforts to bridge home and school as a team" (Ochoa, 1987).
>
> "The collaboration with families is an important intervention strategy" (Willis, 1986).
>
> "Encouraging parental involvement in school learning activities helps prevent dropping out" (Walz, 1987).

The above observations illustrate the conventional wisdom regarding the role of parental influence on dropout prevention. It has been found that successful dropout programs have activities to enhance parental support (Naylor, 1987). Programs should develop policies to help increase parents' interest and monitoring of their children's progress (Strother, 1986), (Ekstrom and others, 1986).

Wheelock and Dorman (1988) suggest "blurring the home-school boundary line" by involving parents in adult education classes at the school, offering a GED program for parents, and involving parents in policy making.

Wagonseller (1992) states that despite the difficulties of parenting, few people have actually been trained to be parents or to become involved in their children's education. To address these problems, each community needs to develop a comprehensive parent involvement model.

A community parent involvement model would include the following elements:

- training parent trainers to conduct parenting classes in every school
- change the focus of the Parent Teacher Association (PTA) to parent-teacher administration
- develop in each school a parent education program for expectant parents and parents of very young children
- develop a parent education program for parents of elementary age children
- develop a parent education program for parents of children with special needs (Example: disabilities, gifted, etc.)
- develop monthly parents' workshops on topics of interest to parents
- create a family lifestyle class for high school students

Research has shown that one of the most promising ways to increase students' achievement is to involve their families (Charkin, 1993; Henderson and Berla, 1994). They also found that family participation in education was twice as predictive of academic learning as family socioeconomic status. Establishing partnerships with families has many benefits for schools and families, but Epstein says, "the main reason to create such partnerships is to help all youngsters succeed in school and in later life" (1995, p. 701).

Research on families and student learning has shown that students at all grade levels do better work in school, feel better about themselves as learners, set higher goals, and dream bigger dreams when their parents are knowledgeable, supportive, encouraging and involved with their education. Parent involvement in education can take a variety of forms, including volunteering to help in the school, doing a presentation for a class, helping chaperon field trips, and supplying materials. The most important type of involvement, however, is encouraging, monitoring, and helping your children with their schoolwork. When parents and school work together, children grow in an environment of consistent expectations and shared purpose, where children become better students and parents become better teachers.

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